R E P O R T R E S U M E S

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PRIVATE SCHOOLS CONTINUE TO INCREASE IN THE SOUTH.

BY- LEESON, JIM

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THIS ARTICLE DESCRIBES THE GROWTH OF ALL-WHITE PRIVATE SCHOOLS THROUGHOUT THE SOUTH WHICH HAS ACCOMPANIED FEDERAL ENFORCEMENT OF SCHOOL INTEGRATION. IT IS REPORTED THAT VIRGINIA, ALABAMA, LOUISIANA, AND MISSISSIPPI PROVIDE TUITION GRANTS, RANGING FROM $185 TO $360 A YEAR, TO WHITE STUDENTS WHO WISH TO ATTEND THESE SCHOOLS. HOWEVER, FEDERAL COURTS HAVE RULED THAT GRANTS FROM THE STATE CANNOT BE THE MAJOR SOURCE OF FINANCIAL SUPPORT FOR PRIVATE SEGREGATED SCHOOLS. ALTHOUGH INTEGRATION AND INCREASED FEDERAL CONTROL OVER THE PUBLIC SCHOOLS HAS SPURRED THE GROWTH OF THESE SCHOOLS, NOT ALL OF THEM HAVE BEEN FORMED TO COUNTER DESEGREGATION, AND SOME OF OLDER ONES HAVE RECENTLY ADMITTED NEGRO STUDENTS. THE ENROLLMENT AND THE EDUCATIONAL QUALITY IN THE SEGREGATED SCHOOLS VARY CONSIDERABLY. THIS ARTICLE IS PUBLISHED IN "SOUTHERN EDUCATION REPORT," VOLUME 2, NUMBER 4, NOVEMBER 1966. (LB)

NOVEMBER 1966

SOUTHERN EDUCATION REPORT

PACE'S Second Year

Which Reading System?

Lectures by Phone

Ungraded Collegians

ED 004 045 — see p. 22

SOUTHERN EDUCATION REPORT is the official publication of the Southern Education Reporting Service, an objective, fact-finding agency established by Southern newspaper editors and educators with the aim of providing accurate, unbiased information on developments in education, with emphasis on programs for the education of the culturally disadvantaged in the 17 Southern and border states and the District of Columbia. SERS is not an advocate, but simply reports the facts as it finds them.

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NOVEMBER 1966

SOUTHERN EDUCATION REPORT

a magazine for decision-makers

J.M.

2 **TITLE III: THE TEMPO OF CHANGE**
By Clayton Braddock
Aspirations are high, the response is enthusiastic, but PACE has problems as it goes into its second year.

9 **A LONG LOOK AT READING SYSTEMS**
By Harry Salsinger
Detroit is making extensive tests to determine which, if any, textbooks do the best job.

14 **"TELELECTURES" BRING NOTABLES INTO CLASSROOMS**
By Robert H. Collins
A Stephens College faculty member had an idea that developed into the Amplified Telephone Teaching System.

18 **FRESHMEN AREN'T CALLED FRESHMEN**
By David Cooper
Shaw University has an ungraded system which seeks to overcome deficiencies in academic backgrounds.

22 **PRIVATE SCHOOLS CONTINUE TO INCREASE IN THE SOUTH**
By Jim Leeson
In some states, federal desegregation guidelines are the reason—but there are others.

26 **PROFILE OF A SCHOOL SYSTEM**
By John Egerton
Across the Potomac from Washington, a high-income community strives for educational excellence.

ON THE COVER

A child on Block Island, 13 miles out in the Atlantic Ocean from New Shoreham, R.I., counts sets in learning "new math," taught by telephone from the mainland. (Article about Title III starts on Page 2.)

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04044
04045

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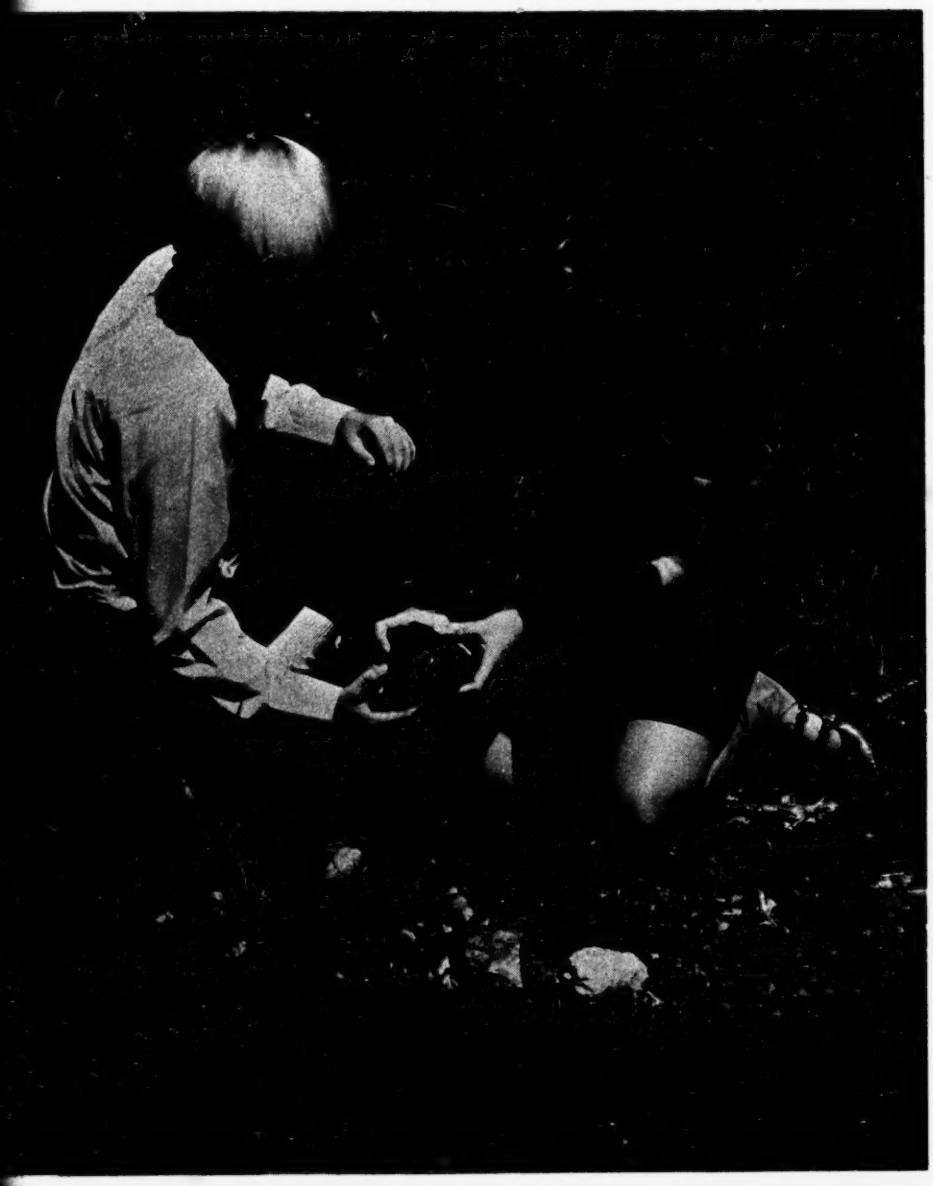

Nature study at Oak Ridge, Tenn.

By Clayton Braddock

One year ago, a federal plan to prime a surge of dramatic new thinking and action from American schoolrooms began. The plan, which is embodied in Title III of the Elementary and Secondary Education Act of 1965, is based on the belief that:

- American education faces a staggering array of challenges which are growing in size and number along with rapid social and technological change, a threat to be met only with imaginative new ideas.
- Latent creative enterprise of teachers and administrators has been stifled by a lack of funds to do what they knew should be done to meet the challenges.
- Many more schoolmen have not been creative because they have been isolated—not only from the mainstream of new and stimulating ideas being born on university campuses and *avant garde* school districts but from that novel idea being tried in a school across town.

The answer: unleash a wave of pent-up innovation from local school districts and individual classrooms.

The objective: better schooling for more students in more classrooms.

The means: Title III, dubbed Projects to Advance Creativity in Education (PACE).

The result: Through Aug. 31, a total of 2,706 projects had been submitted, requesting $249,625,955. About one-third of them have been approved at an

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Clayton Braddock, newest member of the staff of Southern Education Report, is former education editor of the Memphis Commercial Appeal.

Dr. Nolan Estes, who directs the Title III program, says the quantity of responses to PACE has been good–but ". . . the quality isn't all that it should be."

authorized cost of $66,986,242, $8 million shy of the first year's appropriation. Officials say the rest will be spent. Title III leaders are taking a serious look at the program at this point as it begins its second year with a new $145 million appropriation.

In spite of the high aspirations of the Title III program, an enthusiastic response from schoolmen all over the nation, and many resulting advances, leaders in Washington say:

- Projects submitted in the first year were often repetitious, relied too heavily on use of mechanical and electronic teaching aids, and frequently lacked the one thing the program was designed to instill–creativity.
- The program has contributed to the growing general teacher shortage by draining off good teachers and other staff members to the special projects, and made it difficult for the school systems with smaller, "less aggressive" staffs to compete for funds.
- The next phase will include a shift in direction, including a heavy emphasis on racial integration.

Heading the Title III campaign is Dr. Nolan Estes, a 36-year-old Texas-sized former Texan who has been closely involved with innovation as superintendent of schools at Riverview Gardens, in St. Louis County, Mo. The pride of the Riverview Gardens school district is the Valley Winds Elementary School, a model of innovation from its unique spiral shape to its adventurous teaching techniques and unconventional learning devices and materials. Valley Winds, chosen school of the year by *Nation's Schools* in 1965, was launched with the help of a $23,000 Ford Foundation grant and $100,000 from other sources.

Although many Title III projects show the same kind of leadership, the whole program is another matter. "It's an open secret that we're not pleased with the quality," said Estes. "We are delighted with the quantity and the response, but the quality hasn't been all that it should be. There is a lack of creative projects. Projects that do come in tend to indicate a lack of awareness of the literature in the field of research that has been done and of programs that are going on down the road."

When Estes speaks of the quantity and response, he means that there are 6,000 participating school districts, 15,000 teachers hired to work in Title III projects, and 10,000,000 children who are to benefit from the projects. There are 314,000 more teachers who are also receiving in-service training through Title III projects. Two-thirds of the grants have been for planning.

Maple Heights, Ohio, is using a $10,000 grant to plan its "Classroom of 1980" project, designed as a model of the ideal classroom of the future, an eight-grade pilot program using a variety of new methods and materials. In Coffee County, Ga., an honors program for talented high-school students will draw outstanding teachers and students from around the state and nation as part of a stimulus to challenge top students from the largely agricultural Douglas, Ga., area. The program was started with a $34,000 planning grant.

Teachers in Gunnison, Colo., will turn school buses into classrooms in an unusual project to make use of the time students ride to and from school. The 24,000 students in five counties around McComb, Miss., will be served by a new center where a computer will process and evaluate information about student counselling, instruction, curriculum and other topics.

New Shoreham, R. I., will reach its students on Block Island, 13 miles out in the Atlantic Ocean, with the help of teachers on the mainland who will teach mathematics by means of an amplified telephone and an Electrowriter. Kennebunk, Maine, plans to use a mobile unit, a "roving reader," to take remedial reading instruction to students who need it.

Some of the projects touch on nearly every educational topic in view while others are narrowly defined and written in the well-studied language of "grantsmanship." One Oregon project was submitted as a "regional program to improve the teaching-learning process for teachers and teachers of teachers."

Only 8 per cent of the projects during the first year were aimed at curriculum improvement, a fact that will influence the guidelines for the second year, Estes said. Curriculum improvement heads a list of topics that will be encouraged in the coming year. Most are multi-phased programs or the "supplementary centers" strongly encouraged by Title III planners. These centers usually are joint efforts of many school districts and are aimed at a variety of educational problems.

One is the West Texas Innovative Education Center at Alpine, in the middle of an area where small systems of small and remote schools struggle to provide the essentials. Spanish is the native language of more than 60 per cent of their children. Started with an $84,496 planning grant, the project will include a "media center," a place where a variety of materials and equipment will be on hand for any teaching situation; mobile labs for use in student counselling, in-service training and 13 different academic and vocational subjects; a research center; and a microwave network to link the 28 school systems in a 200-mile area with Channel 9 educational television station at the University of Texas in Austin. About 80,000 students from preschool to adult and 8,000 faculty will be involved. It will cost either $493,000 or about $3,000,000, depending on which of two proposals is approved.

Physical fitness, outdoors nature study, and recreation projects are favored in many states while others have sought ways to expand students' cultural horizons by exploring the arts and humanities.

When students in Jefferson, Bullitt and Oldham counties in Kentucky read dramatic literature, the professional Actors Theatre of Louisville will enrich instruction by performing classical and contemporary works. In New York City, Young Audiences, Inc., will take a series of three musical performances to all third- through sixth-grade pupils in the city's public schools and others in parochial schools. The same group will use "the beat" and folk music to reach problem students in special schools.

Muncie, Ind., is planning an art center which will include an "artmobile" to tour the schools with exhibitions and a mansion converted into children's art classrooms, a gallery and a museum. A Bellflower, Calif., project is teaching primary students musical "freedom of expression" in voice, xylophone, glockenspiel, gongs and blocks using a method developed by

OAK RIDGE WILL SHARE ITS WONDERS

Oak Ridge, Tenn., has become an international symbol of superior technical knowledge, method and equipment because of facilities placed there by the Atomic Energy Commission and private industry.

A short distance away in the Cumberland Mountains, a public-school teacher may be found unfolding the wonders of science to his students with an out-of-date store of knowledge, rusty research techniques and a set of used coffee cans.

Educators say the startling difference between the two science settings is the difference between what American education is and what it should be. Leaders of the Title III federal program to promote innovations in education hope to close the gap between the two by maximum use of resources such as the Oak Ridge facilities.

The scientific side of security-conscious Oak Ridge has been nearly isolated since the World War II days when the Manhattan Project began work on the nation's first atomic bomb, said Peter H. Cohan, director of a Title III center designed to improve science instruction in 28 surrounding counties.

Resources to be used include the University of Tennessee-AEC experimental farm, several atomic reactors, an AEC isotope area, a laboratory where living things are kept in a controlled environment, many technical libraries, an old Indian village and a UT arboretum.

The science center plans to bring teachers to Oak Ridge to conduct "small but meaningful research" under modest stipend; train teachers how to select and use the best of a flood of new material and equipment; set up three laboratories—chemistry, physics and natural science—for teacher and teacher-student research; use a small computer to store data on new research to be quickly dispatched to requesting teachers; and use scrap or surplus material from AEC and private facilities.

Boys work in Science Research Center at Oak Ridge. Left: making ellipse patterns with falling sand by rotating apparatus. Right: observing straight-line motion in a coiled spring.

German composer Carl Orff. In Wilmington, Del., youngsters are learning how to play the tonette, ukelele and other instruments along with eurythmics.

All projects are expected to reach students directly in active programs, but Title III leaders also want them to be models for surrounding school districts, multiplying and expanding their benefits to students and teachers in the future.

With these and other innovations at hand, why does Estes say that there has been an overall lack of creativity?

Some educators agree with Dr. W. D. McClurkin, director of the Division of Surveys and Field Services at George Peabody College for Teachers in Nashville, Tenn. "You can't just tell a school system to go out and be inventive. It's ridiculous," he said. McClurkin has been helping to screen Title III proposals by reading and evaluating a number of non-Southern projects sent to him from Washington. He said the projects he has seen range from poor and superficial to imaginative and excellent.

Estes and his staff members see the problem not as a lack of inventiveness but as a misunderstanding by local school leaders about the purpose of Title III. "Title III is mistakenly being conceived of as a small general aid program simply to provide services that have been provided for years in education but needed to be provided a little more elaborately to more kids," said Harry L. Phillips, chief of the innovative centers branch of the Title III office.

Schoolmen apparently tend to think of innovation as something to be added to the existing program. And, as in many of the large federal spending programs, local planners aiming at a Title III grant, drift —or are lured—into a whirlpool of new machines, mechanical and electronic teaching aids. "We get an awful lot of requests," Phillips said, "to expand and improve what we would normally think of as a school library in accordance with standards of 1940 or so. We get an awful lot of requests that propose simply to maintain the *status quo* or provide a more elaborate array of audio-visual equipment or material, putting things in a school that you can see and smell and kick."

The growing flood of new materials and equipment makes it difficult for local leaders to select and use them. The manufacturers, publishers and salesmen willingly help. "It's hard for teachers to know what to use from the flood of stuff some rascal salesmen have thrown at them—and they have been very successful," said Peter H. Cohan, director of a science center at Oak Ridge, Tenn. Booklets and advertisements put out by the sales-motivated businesses show how to meet federal requirements and how to prepare a proposal. A Rutherford, N. J., firm was established to train school administrators how to get all kinds of federal grants.

Concern over the proliferation of material and equipment has prompted suggestions for its control by creation of national standards and some kind of independent governing committee with members drawn from education, government, industry and perhaps from other affected groups. U. S. Commissioner of Education Harold Howe II is concerned about the problem, but in a speech made in August, he said he was not prepared to endorse another proposal—a federal agency patterned after the Food and Drug Administration.

Solutions are being sought to the growing problem of education-oriented products, but Title III officials often must deal with new projects as they are and take stock of more immediate needs.

"There are a number of proposals which involve occasional frills, extras," said Phillips. "We try to be fairly tough on these. On the other hand, the cold realities of the situation are that we have a state allotment. We have educational needs in that state and at some point we have to say 'Well, is this the best product we are going to get?' And if it is, maybe education will be enhanced by some of these things."

In Muncie, Ind., cultural enrichment.

Then is it fair to ask administrators and teachers, especially those in districts always short of money, to explore new techniques, to come up suddenly with those striking new ideas that measure up to Title III's "bold new look" yardstick? "It may be partly unfair," Phillips replied, "but maybe it is the kind of unfairness that should have been brought to bear on them 20 years ago or 50 years ago."

Meeting high standards and hammering out unique solutions to problems is only a part of the job of having approval stamped on a Title III project. A major obstacle facing many school districts is finding staff members who have time to attend meetings, gather ideas and opinions, study problems and do all the paper work needed to send a proposal to Washington. As in other federal programs, there is a maze of guidelines and regulations.

"Many of the less aggressive school districts without adequate administrative staffs are not able to mount the resources that are necessary to develop a respectable proposal," said Estes. "As a result, many of these are getting proposals given to them by other institutions or by industry within the field. We are concerned with this. It may be that the districts that are capable of mounting a proposal are getting the money. Those that are not capable of mounting proposals are not getting the funds. So we are trying to take a good look at this and see what we can do."

Anyone reviewing the list of approved projects hears echoes of others.

"We are concerned with the lack of diversity in some states," said Estes. "In one state, a lot of their projects deal with mental health. And in another, many projects tend to deal with computer processing. It depends on the various institutions in that state and the resources available in that area.

"We find that after we have an approval period, we get at the next submission period a number of projects that resemble the ones that we approved the time before. People may be taking a look at our approvals and saying 'this is what the Office of Education is buying, therefore we will write one like that and get a grant for our community.' This may not be happening, but it looks like this may be the case."

At Manchester, Ky., the Clay County Board of Education received a $42,850 planning grant to study the "causes and effects of poverty and ignorance" and possible educational solutions to help students in the 20-county area. The next step was more difficult. "We're still groping around trying to find out what Washington will approve," said Mrs. Mallie Bledsoe, superintendent of schools.

Estes said leadership in many states has been an outstanding feature in the Title III program, but it has been thin in others, creating another problem in putting the innovation money into the classroom. "In Texas we have five people who are assigned to leadership for Title III in that area. On the other hand, we have another state where one person has five responsibilities. He also has Title I, Title II and Title V."

This points up the critical shortage of personnel at all levels—teachers, specialists such as guidance counselors, and state and federal administrators. Title III and other ESEA programs have aggravated the shortage in other areas. Estes noted that "Title III is draining off most of the top-notch teachers, the most creative teachers needed in local school systems to stimulate other faculty members. I would say this is the key difficulty with our programs. Taking leadership from the local schools and putting them into the Title III projects is probably somewhat devastating."

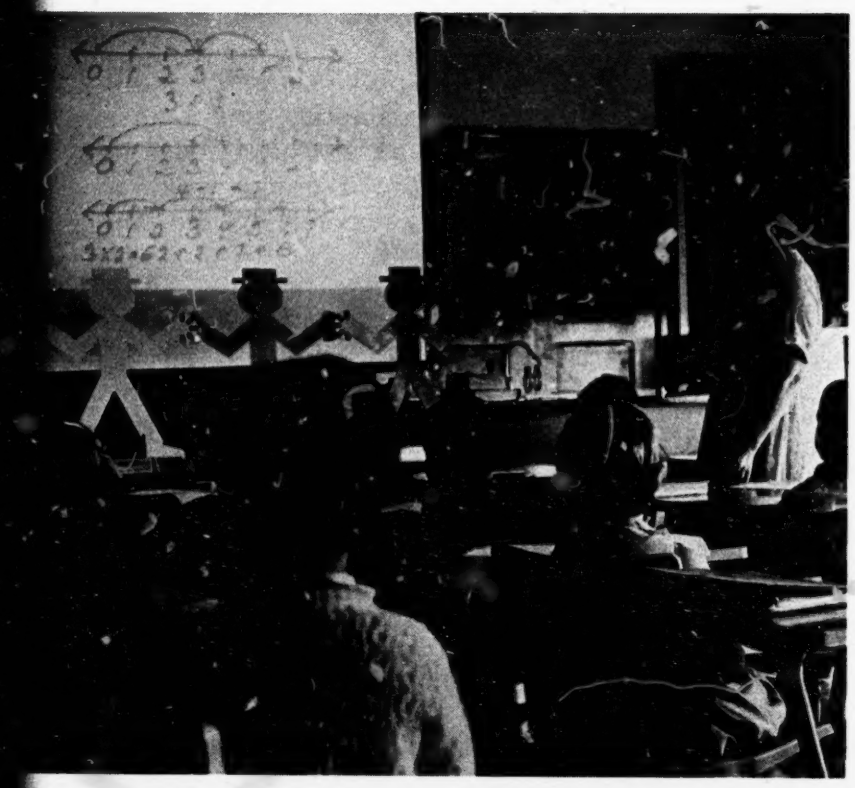
The personnel shortage has been felt at the federal

"Will government continue to leave decisions in the hands of independent agencies strongly influenced by a professional group with special interests? Or will there be increasing pressure to relate the policy function of education to other decisions of government? The answers are already written in the legislation of the middle 1960's; they will have to be related."

• • • •

In American education, "Diversity and consistency or coherence (far different from conformity) are both good. But a range that admits of inferior standards is, in the national interest, unacceptable."

From "The Necessary Revolution in American Education," by Francis Keppel, former U. S. Commissioner of Education and a principal architect of Title III.



Telelecture math course is flashed on screen as island children listen to teacher from Narragansett, R.I.

level, too. Estes has the job of running Title II, Title III, National Defense Education Act programs and others—all with a staff of 28 people.

Phillips takes a more optimistic view of the Title III drain of quality teachers and specialists away from regular classroom work. "There is a lift-yourself-by-your-bootstraps philosophy here. You take the best you have and try to develop and to take on new duties of leadership. Let's say you have a good teacher in a school and you pull that teacher out [to work in a Title III project]. In his new position, he will considerably enhance the product delivered by 15 other teachers. I believe those schools and those kids may be better off by losing their best teacher if his energies are directed toward the improvement of the 15."

This can happen if another key to Title III—dissemination—is effective in spreading new ideas and practices into the classroom. Dissemination traditionally has been a matter of a teacher reading about and maybe viewing some model program and taking the new idea back to her classroom.

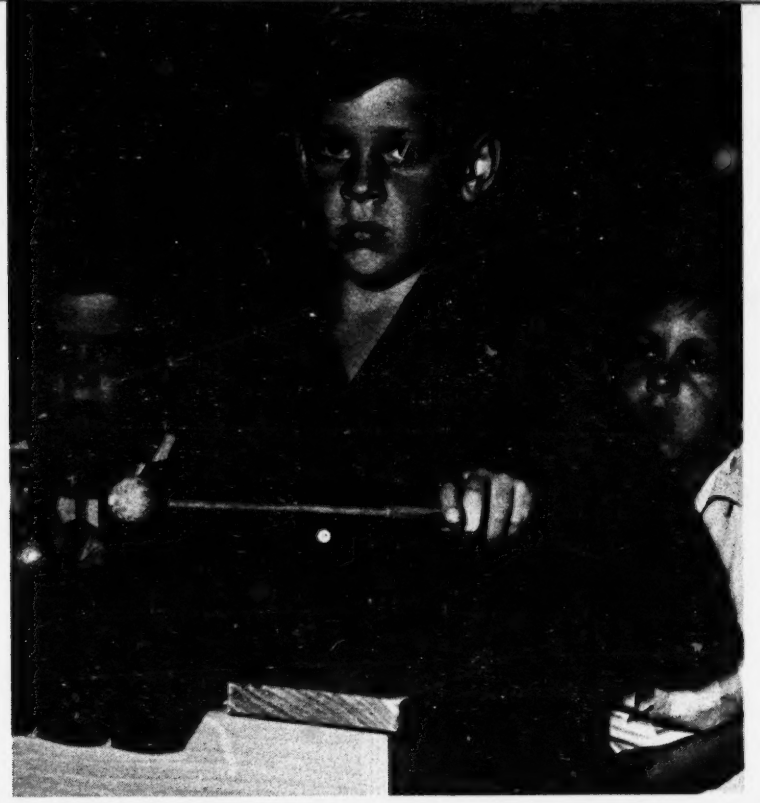
"I'm not sure the procedures for disseminating information have been appropriate or adequate," said Estes. "It seems to me that we have to find ways to build conviction about the creative programs. The show-tell, come-see approach has not proven to be effective in changing the behavior of local school people."

All these developments in the first year of Title III point to a refinement of the first year's program rather than a drastically different program next year.

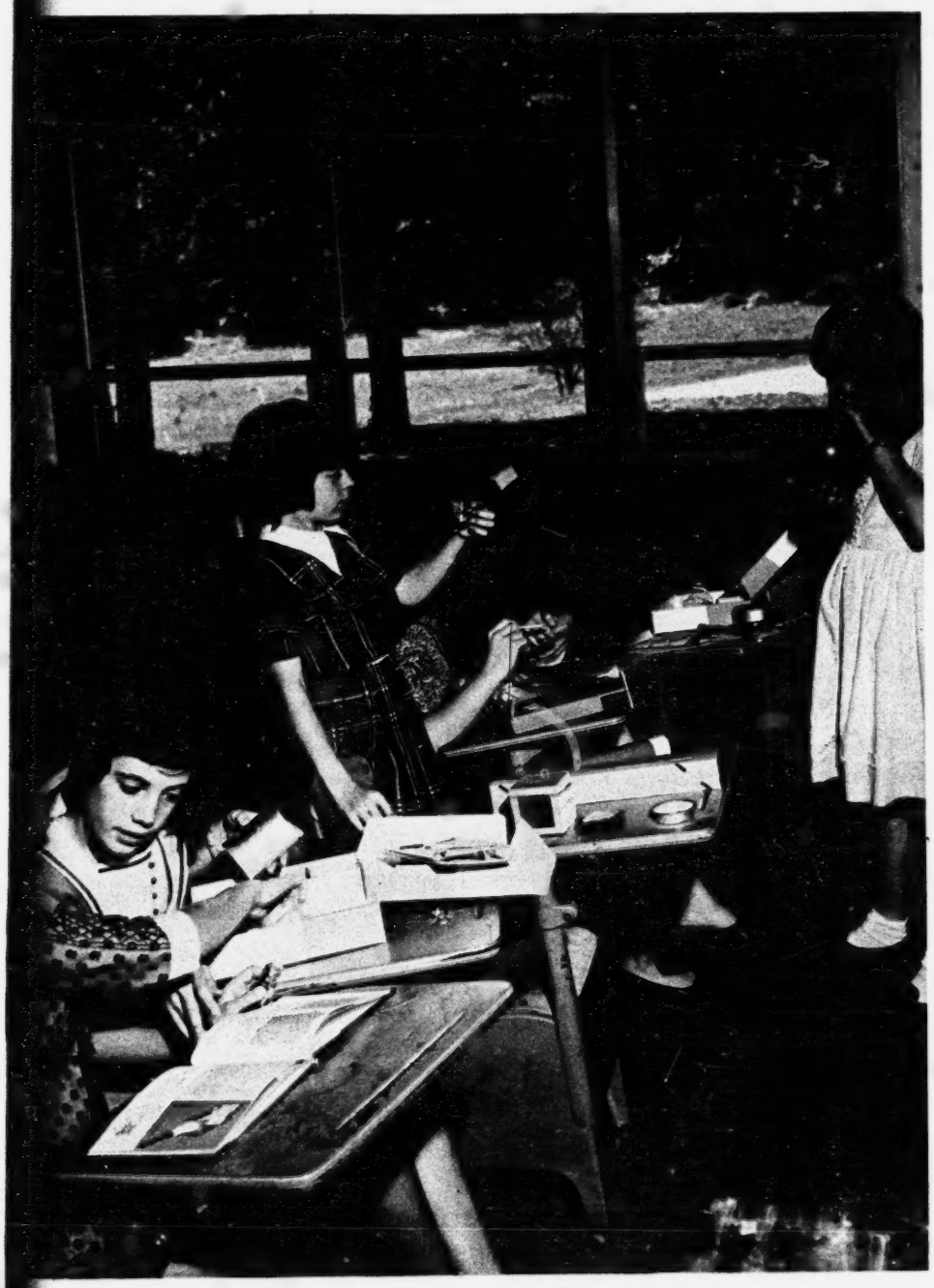
The money outlook will be different, too. What funds are made available will likely be passed out mostly for projects which fit the "new strategy." Title III strategy for the coming year will hold its aim at change but will put added emphasis on two other dimensions—use of the program to strengthen "national thrusts" and to improve certain "educational parameters."

The "thrusts" are "equalizing educational opportunities, planning for metropolitan areas, meeting the needs of rural communities, and co-ordination of all community resources."

Said Estes: "We're talking about innovative projects in curriculum that bring together children from different cultural backgrounds. We are interested in creativity. We are interested in curriculum. We are interested in the social process, integration. We've got to expand that. This is a major thrust of Title III, not ▶



(Right) Creative music in Bellflower, Calif. (Below) An exciting classroom in Tennessee.



only to encourage but to give preference to projects which do this sort of thing.

"We are concerned with the problems being faced by our urban and suburban communities; consequently we are going to encourage and give preference to projects that are designed to bring all groups within a metropolitan area together to co-operate to the end that their problems will be solved."

"Educational parameters" are simply areas allied or related to teaching and learning. "Because of our experience last year," Estes said the emphasis will be on curriculum improvement; better selection, training and use of teachers; better administration, and better use of facilities.

For years, the cry from many local leaders has been that they had no funds to explore the pathways to improvement. What will be the outcome after Title III, an injection of aid and inspiration planned for only a few years?

It will "call the bluff" of many of the complaining administrators, said McClurkin. Estes said much time will be needed to allow the ferment in Title III to take effect and produce real improvements. But he said he is hopeful that schools which still come up short on quality will be in the minority.

Will the projects started under Title III be continued after the program has ended? Who will pay the bill?

"If the federal government can prepare a seedbed whereby innovative programs can be planted, if the taxpayers can be shown that [the projects are] in fact providing the community with a product that is worthwhile, they might be willing to pick up the cost of it," said Phillips.

In spite of some disappointments in Title III's first year, Estes feels confident that "it can and has begun to emerge as a force for change in American education." ○

A LONG LOOK AT READING SYSTEMS

By Harry Salsinger

Publishers of textbooks are inclined to claim that the reading systems they sell are the best available. Some of these claims now are being tested extensively among 4,400 children in the inner-city schools of Detroit—and so far no final answer is in sight.

The Detroit experiment, officially called the Basic Reading Demonstration Project, started after members of the board of education asked whether the numerous new reading systems rolling off the presses were being investigated by the school system. Educators replied that they were investigating as best they could, but that they lacked good data to go by.

"We thought we had better find out for ourselves," said Dr. Arthur M. Enzmann, director of early childhood education for the Detroit public schools. It was decided to have a thorough testing of six widely different systems out of the 19 primary reading texts which already had been approved for use in Detroit schools. Among the six are two "sound-symbol" approaches.

As the program went into its second year this fall, "about all we can say at the moment is that none of the systems will keep a child from learning," Enzmann said. After a preliminary look at test results based on the first nine months of trial, the director said there appeared to be a full range of reading ability in each system.

"There were no glaring signs that any were either especially good or especially bad," Enzmann observed. "We'll do some detailed comparing but we don't anticipate any really significant differences. We are really establishing a baseline now. In two more years, we should be able to see differences—if there are any."

Harry Salsinger, education writer for the Detroit News, *is president of the Education Writers Association.*

Mrs. Joyce Rogers, ITA teacher, lists summertime activities.

The program was started in what corresponds to the first grade, the Primary I unit in Detroit's nongraded plan. The children are aged 5 and 6. The results of two preliminary ability tests and a final reading achievement test for each of the 2,200 pupils who started in the program last year has now been run through a computer, and educational researchers are making detailed comparisons. But Mark Mahar, director of the program, said even these will be of little use except as a base for future comparisons.

"The different systems introduce language ideas at different times," Mahar said. "It wouldn't be fair to judge any of them until we have three years' experience."

Another reason for the go-slow attitude on tests, Enzmann said, is his belief that very young children are not very reliable test subjects. "Children guess on tests," he said, "but their guesses will even out in two more tries."

Enzmann has two other concerns about the tests. One is that they are not as fair to the less able child and the other is that they are too oriented to the usual basal reader. This was one reason for choosing as the final test instrument the Stanford Reading Achievement Test which comes in a version using the Pitman Initial Teaching Alphabet (ITA).

An interesting note is that the ITA version was given to one of each three students in the ITA program and to one in ten students in the other programs. "Strangely enough, there seemed to be no difference in the results among good readers," Mahar said. "Whether they had been using ITA or not, they did well on the test."

For two important reasons, it was decided that the tests should be confined to Detroit's inner-city schools. The primary reason was that federal financing could be obtained and the other was that a system was sought that would be particularly helpful to children from deprived homes, either white or Negro.

The six systems chosen for testing were:

- *Unifon and ITA*, the two sound-symbol approaches. ITA uses a 44-symbol alphabet and Unifon, by Western Publishing Educational Services, a division of Western Publishing Co., Inc., uses 40 symbols. ITA is all lowercase, Unifon all capitals. The symbols in both systems are supposed to eliminate most of the confusion over different sounds for the same letter. Different sounds have different symbols in both ITA and Unifon.

Supporters of Unifon claim it is superior since there is only one sound for each symbol while ITA has four redundant symbols. They also say it is easier to read and write because all letters are block capitals.

Those who prefer ITA claim its resemblance to traditional orthography as one of its strong points. If the bottom half of a line of ITA printing is covered, it can still be read quite easily. This similarity makes the transition from ITA text to traditional printing simple and natural.

Both systems have the advantage of offering the children an "uncontrolled vocabulary"; they can write any sound they hear.

Unifon, which is strictly introductory, is used only for the first four months of reading instruction. At that point, students are switched to one of the other five systems. A careful record will be kept to see if Uni-

fon has any special advantage in being used with a particular reading system.

• *A text by McGraw-Hill* that is almost completely programmed and permits the child to proceed at his own pace. One teacher reported after using this system for seven months that pupil advancement ranged from the pre-primer to the fourth-grade level, indicating that even first-graders could use programmed texts.

The children first learn, before starting with the programmed material, the names and sounds of most of the letters in the alphabet and two sight words, "yes" and "no." In the programmed text, they are asked a simple question which is answered by writing in the text. The answer might be yes or no, a missing letter or group of letters, or it might be circling a picture identified by a word. The system also teaches use of context clues by asking children to circle the correct word for a statement such as: "A cat cannot (run), (jump), (fly)."

When a child has marked his answer on the right side of the page, he moves a slider on the left side which reveals the correct answer for the previous question and also shows the next question. He immediately discovers whether he is right and when he is, this bolsters his confidence. The publishers claim the text is so devised that the child will give the right answer 95 per cent of the time. The system has the added advantage, they say, of continuously requiring an active response from the child.

• *The Lippincott system*, which uses an almost purely phonetic approach and also incorporates the "creeping, crawling, running, jumping" exercises in learning to read. The purpose of these is to provide the physical co-ordination, which some children do not have, to write the letter symbols and to distinguish between them. The exercises simulate the progression of movements by infants to establish co-ordination for both reading and writing.

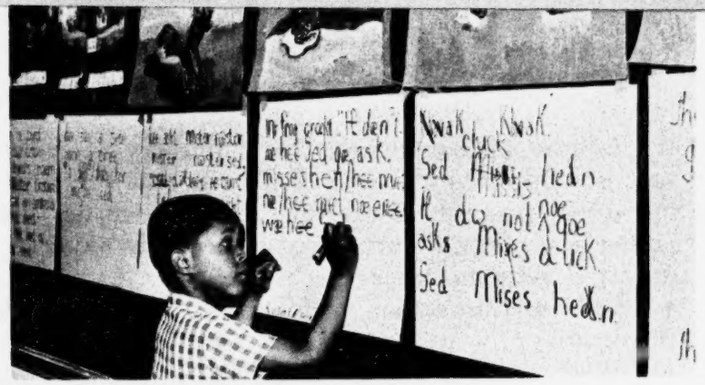
In teaching sounds of letters, starting with the short vowels, the Lippincott system uses whole words, not letters or groups of letters. Different words having the same letters and sounds are used in stories in the readers.

• *A system published by Harper & Row*, based on elimination, annexation or substitution of letters. It takes a known word, such as "in," and adds letters to make "pin" and "spin." Or letters are subtracted from a known word, such as "still," to make "till" and "ill." In this system, too, the regular sounds are learned ▶

dhe litl red hen

wuns upon a tiem litl red hen livd in a barn widh hur fiev chiks. a pig, a kat and a duk maed dhaer hoem in dhe saem barn. eech dae litl red hen led hur chiks out too look for fuud. but dhe pig, dhe kat and dhe duk wood not look for fuud.

This text uses the World English Spelling Alphabet. (From an article in Parents' Magazine, February, 1962.)



"... we may only prove what we already knew: that a well-trained and devoted teacher can teach a child no matter what material she uses."

first. The text also makes use of dialogue in playwriting form so the children can take the parts of the characters in the stories for oral reading exercises.

• *The Ginn Basic Reading Program* which is now the standard text in the Detroit schools. It is a combined sight-reading and phonics program, with phonics and structural analysis (letter shapes) being introduced after a sight vocabulary of 50 to 60 words has been attained. Context clues and picture clues are also used to develop comprehension as well as word analysis.

Dr. Robert S. Lankton, director of educational research for the Detroit public schools, said preliminary examination of the results made it apparent that no system can yet be rated outstanding. All of the test results are below national norms, which is to be expected, Lankton said, because the children are from culturally deprived areas.

In word reading, for instance, the average scores ranged from 1.3 to 1.5 with the only exception being children who were given a special ITA version of the test and who had used the ITA system. They scored 1.7; the norm on the test for children of this age would be 1.9. For word meaning, the averages were 1.3 and 1.4, and again ITA results were the highest at 1.6, but all still were below the national norm.

Converting these to stanine scores (5 would be average), the range was from 3.3 to 3.9. Students who used the ITA system and took a standard test were rated at 3.4 while those who used the ITA system and the ITA test were noticeably higher at 4.3.

The children who used the standard text now used in Detroit were consistently at the top of the scale. However, Lankton said this group, strictly by chance, had also had the highest aptitude to start.

"When we finish our analysis and relate the test scores to individual aptitude," Dr. Lankton said, "I feel these very small differences in achievement will be further reduced."

Last year, Detroit obtained a $160,000 federal grant to finance the first year of the project. This year, the State Department of Education has approved an application for more than $300,000 to add the second 2,200 children, making a total of 4,400, and to provide another 65 teachers, for a total of 130. Teachers are paid their regular salaries by the schools plus the regular extra pay for attending a number of workshops.

Almost half the funds, $70,000, was used to hire lay teacher aides to offset the extra time required of teachers for the experiment. Mahar tried to get neighborhood women to work as aides but sometimes he had to go outside the area. The aides receive instruction on how to keep order and how to teach children to listen and to speak clearly.

They do most of the nonteaching tasks in the classroom such as wiping noses and putting on boots, putting lessons on the blackboard and entering marks, but they also correct papers and do individual tutoring. "Some of the teachers didn't know at first whether they wanted another person in their classroom," Mahar said, "but now they won't give them up." Each teacher gets an aide for half a day.

Both teachers and children were picked at random in 18 schools in the inner city. That is, regular reading teachers were asked to join the experiment, and their classes then became the experimental classes. "We wanted to get average teachers and average pupils for this experiment," Mahar said. "We are testing these systems in the field where they will be used."

Each teacher attended a two-weeks workshop in the

system she was to use. Detroit school reading experts as well as publishers' consultants gave instruction. During the first months of the experiment, teachers in each reading system met regularly to get further instruction and to get answers to their questions from the publishers' representatives.

This year, however, teachers who participated in the first year of the program will serve as instructors for new teachers who have just joined it. "We found the publishers' representatives were a little far removed from the classroom," Mahar said.

A teacher will have the same class for two years. In the third year, the original group of teachers will take on new pupils. This will show, Mahar said, whether the pupils can continue their progress under a different teacher and whether experience will improve the work of the teacher.

Each teacher is asked to keep a daily log of the lessons she gives, noting which seemed particularly helpful, which were confusing, which had noticeable flaws and her suggestions for improvement. Teachers are urged to use their imagination in creating songs, games, visual aids or anything else they think will help the children learn. They keep a record of when and how they used these ideas and offer them to the other teachers in their group at regular meetings.

With the teachers' records, Mahar hopes to be able to spot why some children might do better than others using the same system. During the proposed three years of the experiment, if funds continue, the children will have three ability tests and four achievement tests on which their progress will be measured.

Before starting Primary Unit I, they are given the Detroit Reading Readiness Test, a picture test given to all kindergartners in the city. After six months, they are given the Science Research Associates Primary Test of Mental Ability and at 23 months they will be given the California Test of Mental Maturity.

At 10 months (end of the first grade), they are given the Stanford Reading Achievement Test I and this is repeated at 20 months. At 30 months, they will get the Stanford Reading Test II. About this time, they will also have the Iowa Test of Basic Skills.

When all of these test results are in hand, Enzmann and Mahar hope they will have a firm idea of the superiority, if any, of any of the systems being tested. But Mahar says that regardless of test results, most of the teachers have become enthusiastic about the systems they are using. "One teacher turned her back on Unifon, so we switched her to Lippincott and now she thinks that's the greatest."

With final results still two years away, Enzmann already is wondering whether the extensive experiment will prove anything new. "It's entirely possible," he says, "that we may only prove what we already knew: that a well-trained and devoted teacher can teach a child no matter what material she uses." ○

Getting ready to switch from Unifon to a more conventional system after four months, Miss Frances Finazzo shows a pupil a sentence in Unifon and in conventional printing.

"TELELECTURES" BRING NOTABLES INTO CLASSROOMS

By Robert H. Collins

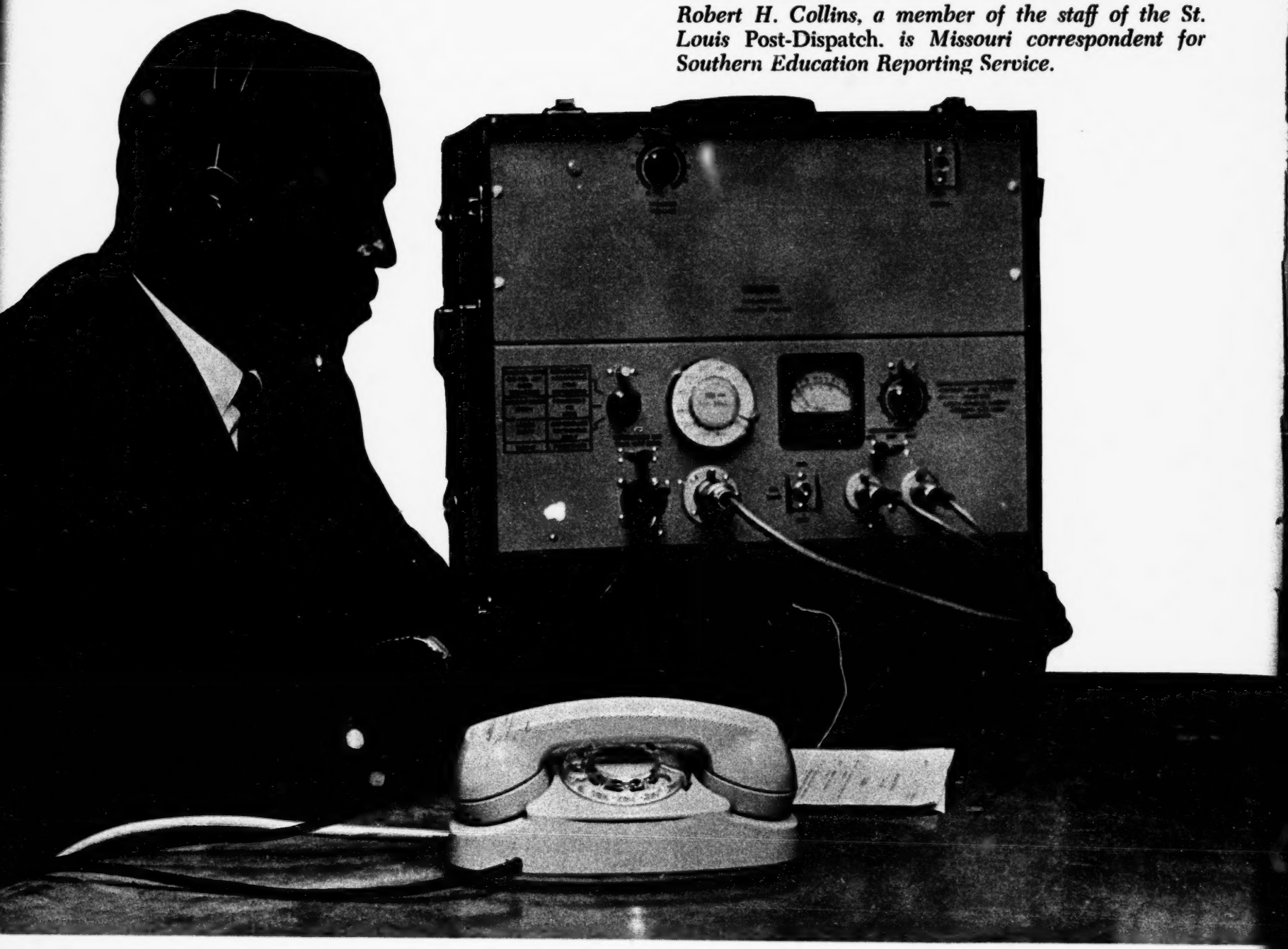
In the final semester of the 1957 school year, James A. Burkhart, a member of the social studies faculty at Stephens College, grappled with a problem that is as old as the teaching profession itself—how to make the instruction more effective.

He knew that in his case this could be done by bringing outstanding practitioners of government and politics into his classroom to lecture and answer questions. But he knew also that to obtain leading figures in these areas was—for him, at least—impossible.

Rather large sums of money would be required, but even if funds were available, there were other obstacles. Few top leaders in politics and government have either the time or the inclination to put aside their duties to travel to Columbia, Mo., for a talk to 20 or 30 students in one classroom.

In time, Burkhart came up with a simple answer to his problem. He would bring into his classroom by long-distance telephone the people who could explain how and why American politics works.

Robert H. Collins, a member of the staff of the St. Louis Post-Dispatch. *is Missouri correspondent for Southern Education Reporting Service.*



If Sen. Robert Taft could not take a day away from his work in Washington to deliver a lecture to Burkhart's students, he could find 40 minutes to talk with them by telephone and answer their questions. He did. And so did, to mention a few others, Harold Stassen, Gov. Orval Faubus of Arkansas, Attorney General John M. Dalton, Norman Cousins of the *Saturday Review*, and Democratic and Republican national chairmen, state labor and business leaders, and women in state politics.

"From these guests, government students developed more immediate awareness of contemporary problems," Burkhart said. "They began to understand how the formal class materia! was related to the world in which they lived, and developed increased enthusiasm about their regular course work."

Burkhart's idea caught on and grew. Stephens College pioneered in the use of the telephone in education. Today, it is a leader in this field, and its amplified telephone teaching system has progressed to the point that it can receive (as it did) an hour-long lecture from such a scientist as Dr. Peter B. Medawar, director of the National Institute for Medical Research in London.

Dr. Medawar, a Nobel Prize winner, is but one of many renowned persons in various fields who have participated in Stephens' "telelecture" program. The toll for the call was $450, and the lecture was "fed" through Stephens' Amplified Telephone System into the classrooms of 10 other colleges which had signed up for joint participation with Stephens in the program.

Equipment costs come to about $40 per month per school. Long-distance charges for a 45-minute lecture in a conference of six or seven schools range from $120 to $225 in the continental United States.

In five years after Burkhart began using the telephone for lectures in 1958, the system was so well developed that students were able to hear the amplified voices of the guest lecturers as well as if they were speaking at the front of the class. By then, microphones were used by the students to talk with the lecturers in the question-and-answer period.

From a technical standpoint, the system has been highly perfected by engineers of the General Telephone Co., the American Telephone and Telegraph Co. and the General Telephone and Electronics Corp. Electrowriters have even been added to enhance the "telelecture." They are electronic devices for transmitting handwriting by telephone lines and a product of the Victor Business Machines Corp. A special projector, designed for classroom use, enlarges and projects images received on Electrowriters just as they are put on the device by a lecturer 1,500 miles away.

At the suggestion of the Ford Foundation's Fund for the Advancement of Education, Stephens presented a proposal in the spring of 1963 for an extensive program of inter-institutional instruction using amplified telephones. An initial grant of $47,500 was made by the Fund and later, as the program grew, this was supplemented by $10,900.

The program was an effort to bring outstanding instruction to a group of small liberal-arts colleges with special attention to those predominantly Negro in enrollment, in order to give them instruction at a level they could not afford otherwise.

Stephens' proposal, developed in co-operation with the Fund, pointed out that "this tapping of the resources of the wider community has proved to be a comparatively economical way of bringing to the campus otherwise unobtainable resources." The proposal said "the potentialities for utilizing these resources have barely been tapped. There need be no geographical restriction on where these classes are located."

Dr. Alvin C. Eurich, vice president of the Fund, commented: "Such a technique makes available some of the finest teaching personnel to institutions which would normally be limited in attracting to their campus distinguished leadership."

Another grant of $29,050 from the Fund permitted continuing the program and expanding it into other areas in the 1965-66 academic year.

Central co-ordination of the program was essential. Charles F. Madden, head of the English department at Stephens, was appointed to act as academic co-ordinator and Burkhart became the technical co-ordinator. Madden has continued to serve as project director throughout the various developments at Stephens.

Colleges, including several predominantly Negro institutions, which have been associated with Stephens in the "telelecture" program include Westminster and William Woods colleges, Fulton, Mo.; Central Methodist College, Fayette, Mo.; Drury College, Springfield, Mo.; Bethune-Cookman College, Daytona Beach, Fla.; Bishop College, Dallas, Texas; Morehouse College, Atlanta, Ga.; LeMoyne College, Memphis, Tenn.; Langston University, Langston, Okla.; Wilberforce University, Wilberforce, Ohio; Kansas Wesleyan University, Salina, Kan.; Jackson State College, Jackson, Miss.; Tougaloo Southern Christian College, Tougaloo, Miss.; Grambling College, Grambling, La.; and Southern University, Baton Rouge, La.

Of these, the following are predominantly Negro: Bethune-Cookman, Bishop, Morehouse, LeMoyne, Langston, Wilberforce, Jackson State, Tougaloo Southern, Grambling and Southern University.

It was the expressed hope of the Fund for the Advancement of Education that the colleges that have taken part in the amplified telephone lectures would become independent of the Fund and eventually form their own "telelecture" networks to include still other colleges not yet aware of the great scholastic potential of the program.

Beginning this fall, Stephens and six other colleges, including three predominantly Negro institutions, have begun a series of co-operative courses taught by tele- ▶

Dr. John G. Kennedy, professor of philosophy and chairman of the mathematics department at Dartmouth College, and author, lectures from his home at Hanover, N. H.

Dr. George Beadle, Nobel Prize winner in science, speaks from the president's desk at the University of Chicago.

phone. They have underwritten a four-semester project without foundation help. They are Central College, Westminster, Drury, LeMoyne, Bishop and Langston.

Courses offered in the new project this year will be Contemporary Literature and Great Issues in Contemporary Society. Next year the co-operating colleges will offer one course in anthropology and one in science.

Faculty members and students of all the colleges participating in the program generally have been high in their praise of the "telelecture" courses. A random example of the response is that of James L. Davis, assistant dean and member of the philosophy faculty at Wilberforce University, commenting on one of the courses:

"The choice of speakers was excellent. Each was an outstanding scholar, and each was on the frontier of his particular field of endeavor. Our college certainly would not have had the opportunity to hear such outstanding speakers during the school year without the tele-course. This is probably the most important feature of the telelecture arrangement. Individual teachers, however well-meaning, cannot reproduce the authoritative lectures given by persons who are significantly involved in contemporary problems on a day-to-day basis.

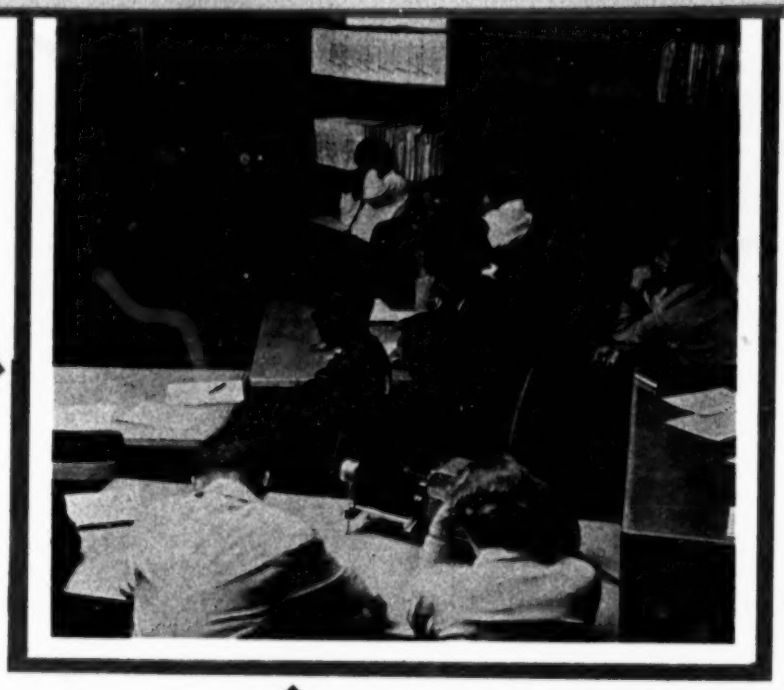
"The course provided an interdisciplinary approach to contemporary problems and forced the student to draw together various bits of isolated knowledge in an effort to solve important problems. It made the student attempt to reconcile the methodology of various disciplines.

"My basic recommendation is that the course should be offered again. Some revisions may be necessary, but the tremendous educational opportunities of such an experiment far outweigh the few problems."

"Telelecture" courses have been offered in science, mathematics, contemporary literature and social sciences. All speakers were eminent in their fields, and a considerable number of them had international reputations. The list is long, but to mention a few:

Scientists (and Nobel Prize winners) Dr. George Beadle, Dr. Hermann Muller and Dr. Medawar, former Ambassadors John Kenneth Galbraith and Adolph Berle, United Nations Under Secretary (and Nobel Peace Prize winner) Ralph Bunche, Atomic Energy Commission Chairman (and Nobel Prize winner) Glenn Seaborg, anthropologist Dr. Margaret Mead, author John Dos Passos, playwright and novelist Budd Schulberg, Republican leader Charles H. Percy, Sen. Thruston Morton, former Sen. Barry Goldwater, Govs. Edmund Brown and George Romney and editor Erwin D. Canham.

Among the advantages of the "telelecture" system apparent from the outset were its mobility and its informality. Students seem more relaxed and more willing to ask questions in the amplified telephone setting than in a large lecture hall. This was pointed



(Above) A live session during Telelecture Science Seminar at Morehouse College in 1963.

(Left) Dr. E. G. McCurtain of Drury College makes initial connection for telelecture.

out by Madden who added that the speaker doesn't have to go to a studio or put up with unwieldy equipment.

"You put some people in a studio, and they freeze up," Madden said. One poet who always had shied away from public appearances consented to give a "telelecture." "Alone, in her own home, she put her feet on the desk, kicked off her shoes and relaxed," Madden recalled.

An archaeologist doing field work in a Mexican town talked with students by using the only telephone in the entire area in which he was working. When Budd Schulberg lectured to literature students, he did not complete his talk at the end of 45 minutes. The faculty and students asked if they could call back two days later, during the next class period, and Schulberg agreed. Author Richard Poirer was interrupted during his telephone lecture by his door bell. It was a messenger delivering galley proofs of his newest work on Henry James.

A very pointed question in a lecture on American government was put to a Republican candidate for a governorship. Taken aback, he hesitated but answered. At the end of the interview, he learned that his daughter, a member of the class, was his questioner.

Stephens College officials are pleased with the great success, acceptance and potential of the amplified telephone as a teaching medium. They feel that the "adaptability of person-to-person – and person-to-group—teaching in the form of long-distance telephone conversations and lectures has been proved technically and academically feasible through the pilot program at Stephens and 10 other institutions.

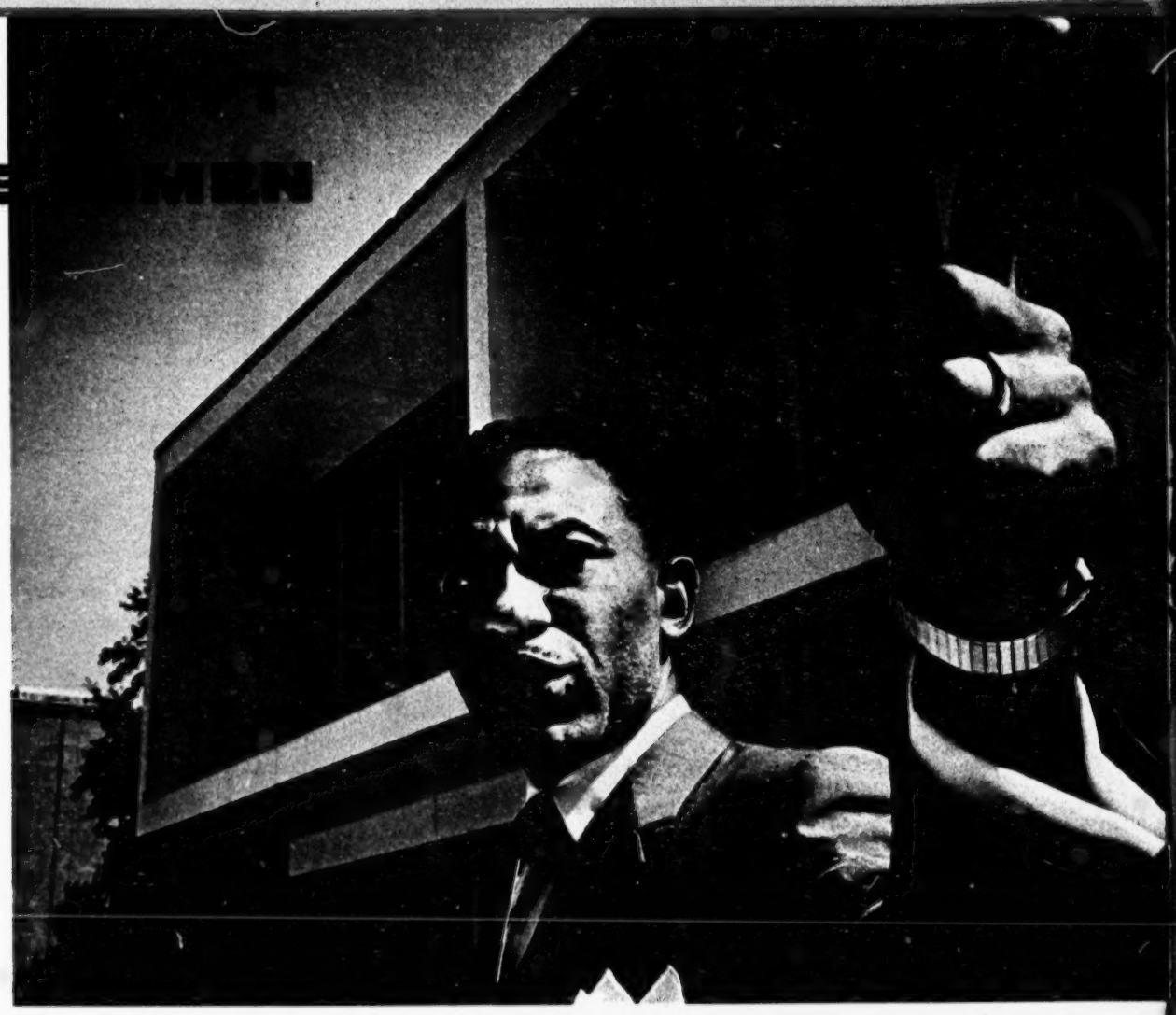
Said Madden: "It is difficult to assess all of the ramifications of a 'telelecture' course. I was pleased, and moved, when a faculty member in one of the Negro colleges wrote me of the value gained through a relationship to faculty members in other colleges.

"She wrote, '. . . .to persons who have never suffered the crippling effects of almost complete isolation, the intangible value to us of the intellectual fellowship provided by the "telelecture" series would seem unbelievable!'

"Without the telephone facilities provided in this experiment," Madden continued, "it is highly unlikely that any student—or teacher—would in his lifetime have an opportunity to discuss person-to-person the major ideas of such a distinguished company of classroom guests.

"There are few opportunities for any of us to talk directly and informally with persons whose actions and ideas are shaping our world—winners of Nobel prizes or Pulitzer prizes, officials or analysts of the political scene, or writers and thinkers of extraordinary merit. This project has made the ideal possible." O

FRESHMEN CALLED FRE MEN



Dr. James E. Cheek saw need for "rather drastic reform" to keep Shaw University going.

By David Cooper

High-school graduates entering Shaw University this fall found a new and different academic world awaiting them. It has a college atmosphere, but they aren't called freshmen and they don't get grades.

Shaw, a 100-year-old institution for Negroes in Raleigh, N.C., moved into the second year of an "ungraded" system of higher education in an effort to overcome deficiencies in the academic backgrounds of many of its students. The program, which the school calls "The Shaw Plan of Education," got its start shortly after Dr. James E. Cheek became president of the university in 1964.

With a curriculum geared mainly to teacher education, Shaw had a $300,000 debt and a decaying campus. Cheek, then 31 years old, was called in to save the school from folding, if he could. As he began the tugging and hauling that have lifted the college out of despair and given it a promising future, he and other Shaw officials began to look closely at the academic qualifications of Shaw's 700 students.

The results were appalling, but, says Cheek, not unexpected. "It confirmed what I already knew—namely that we had to undertake some rather drastic reform if this institution was going to continue." Shaw, he says, came to "a frank recognition that the public schools are graduating a product with serious academic and cultural deficiencies, and there is not much we can do about the raw material."

Shaw was not alone among North Carolina's Negro colleges in the problem of the academic backgrounds of its students. Statistics showed that the average college board examination scores of freshmen entering Negro state colleges in 1965 was 633, while the average scores of those entering predominantly white colleges was 957.

Cheek considers this "a serious indictment against the public-school system of this state, which we at Shaw have begun to do something about." Doing something about it involved junking the old, accepted curriculum methods with grades, classes, four years of college and many other practices.

Now, the Shaw ungraded program places great emphasis on individual achievement in relation to ability, instead of grades; heavy use of remedial programs to correct deficiencies, instead of failures; and tests for graduation that pit the students against national averages.

Shaw's ungraded program has three major components:

- A "pre-baccalaureate" program for entering students who do not have sufficient academic proficiencies for college study.
- A lower-class program, covering the first two years of study, and designed to make students proficient in

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basic areas of study—mathematics, English, reading and speech.

• An upper-class program, in which students specialize in the fields of their choice.

The program works in this manner:

First-year students entering the university arrive two weeks early for a battery of 13 tests, designed to discover what academic skills and deficiencies they have.

Students who are found not to be ready for college-level work (and Shaw, like many other small four-year colleges these days, finds such students make up a sizable percentage of its enrollment) are placed in the "pre-baccalaureate" program. Here, their deficiencies are diagnosed individually and attacked through special remedial workshops, laboratories and a $100,000 automated center employing the latest training devices.

The university's requirement for graduation is 30 courses, or the equivalent. At any time they wish, students may take special examinations which can exempt them from lower-level courses. A new student with an excellent mathematics background, for example, need not take required math courses if he shows, through nationally accepted tests, that he is already proficient in the subject matter.

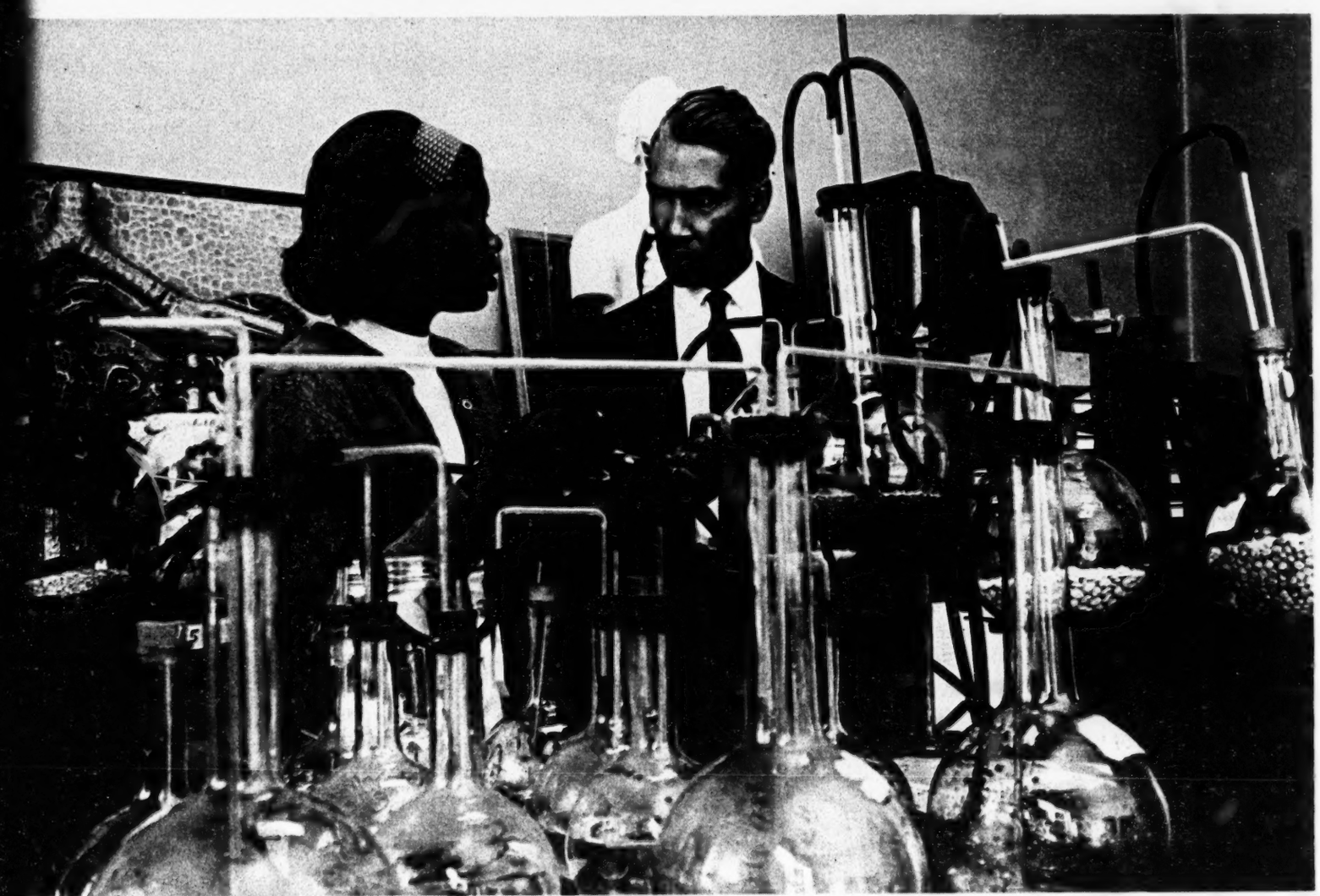
Once having reached the upper-class level, the student specializes in either the humanities (English, French, Spanish, music, religion and philosophy), natural sciences (biology, chemistry, health and physical education, and mathematics), or social sciences (business, economics, education, history, political science, psychology, and sociology).

Shaw's administrators no longer worry if it takes a student five years to graduate. The program also enables students to graduate in less than four years. Students are no longer ranked by class. "A student moves at his own rate of speed and is subjected to his own motivation," Cheek said. "He cannot stay forever, however." A student who stays two years in the remedial program must pass faculty approval for readmission. Students who don't reach the achievement levels indicated by their initial tests are either eased out or placed on strict probation.

The school has also gone to a year-round program as part of the new curriculum. Summer school is used for those students who need additional remedial help.

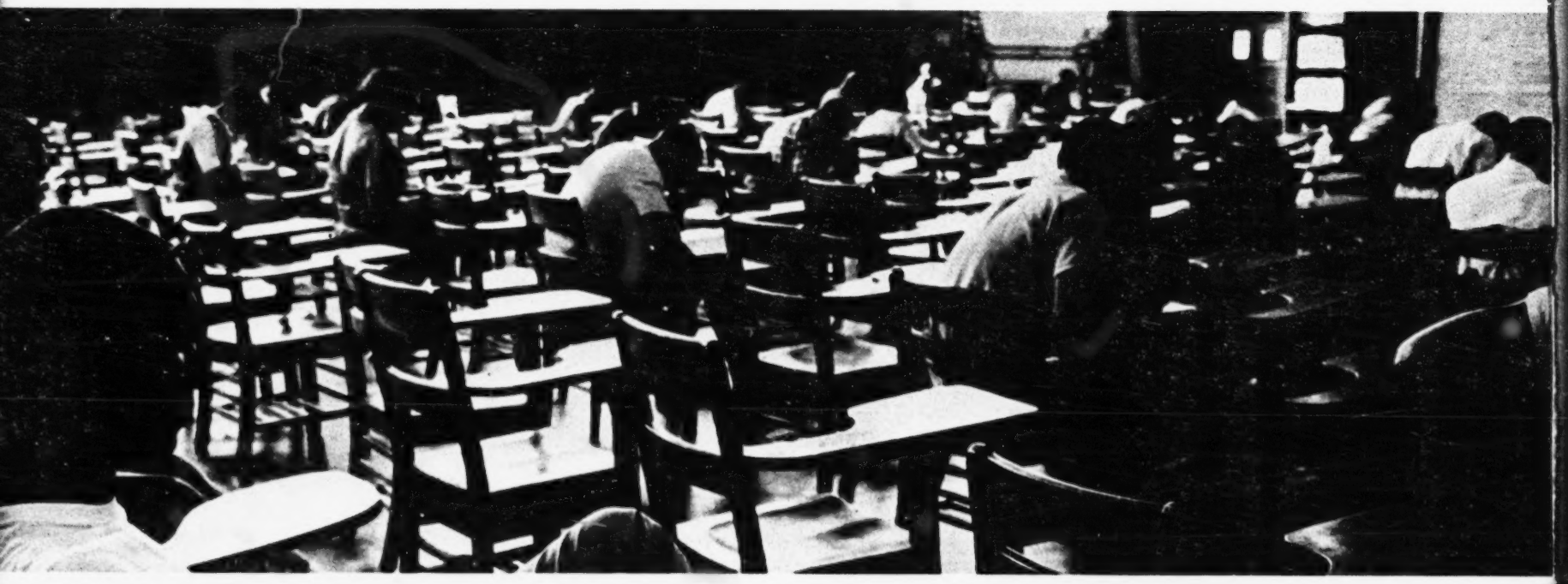
Students are tested frequently by both teachers and ▶

A Shaw University student gets laboratory help from Dr. Rajendra Kumar De, professor of biology.



"It is our feeling
that the kind of education
we are seeking to develop here
has nothing to do with race . . . "

Entering students take tests to determine proficiency in writing and understanding foreign languages.



the central testing center. When a student takes a classroom test, he doesn't get a grade but an individual evaluation by the teacher on his work, its deficiencies, and recommendations for improvement. The evaluation can often include the requirement that the student seek additional help through the automated training center.

Students at Shaw either "pass" or "fail" their courses. To give extra recognition to outstanding students, a rating of "pass with honors" is given. The curriculum also includes a rigid honors program for outstanding students.

Shaw has also tightened its requirements for a teacher's degree. The school used to be known primarily as a "factory" for turning out prospective Negro school teachers. Under Cheek's leadership, this is no longer true. He believes too many poor students were going into teaching and becoming poor teachers. To be admitted to the teacher-education program now, students must be individually screened and approved by a special faculty committee that considers motivation as well as scholastic achievement. Shaw is considering dropping teacher education altogether for undergraduates and offering a one-year graduate program in education for those outstanding students who want to go into teaching.

The school is still putting the ungraded program into complete effect. It was started with the class of entering freshmen in the fall of 1965. In the fall of 1968, all Shaw students will be involved in the new curriculum. When they complete their course requirements, they will take the national Graduate Record Examinations, a series of tests used across the country to judge the extent to which seniors have mastered basic subjects and their major fields of study. To win their degrees, Shaw students will have to achieve scores equal to the national average.

The first students in the program last year were "a

little befuddled" initially. Cheek concedes that this "was our fault; we probably didn't prepare them well enough, but it was only momentary." Some students considered it a stigma or at least an embarrassment at first to be placed in the remedial program, but at the end of the first term, 25 students in the pre-baccalaureate program asked to stay in it after passing tests that would have enabled them to get out and move into the regular course work. They saw the value of the remedial work and "thanked us for it," the president said.

In the meantime, Shaw has been moving ahead in other ways. Faculty salaries have been more than doubled in less than three years. The faculty has been enlarged; the number of faculty members with doctorate degrees has increased significantly; Cheek, a graduate of Shaw himself, is constantly scouting for bright and energetic new faculty members. Only 30 per cent of the present faculty is nonwhite.

A massive building and fund-raising program is under way, designed to transform the aging campus near downtown Raleigh into a modernistic atmosphere for learning. Former North Carolina Governor Luther Hodges is honorary chairman of a drive to raise $14.5 million for construction.

Some leading businessmen and educators have been added to the school's board of trustees. Cheek has sought the advice and approval of higher-education leaders from such institutions as Duke University. Columbia University and the University of North Carolina at Chapel Hill in implementing many parts of the school's new programs. A $30,000 study by outside educational experts is helping guide Shaw in meeting the needs of its students.

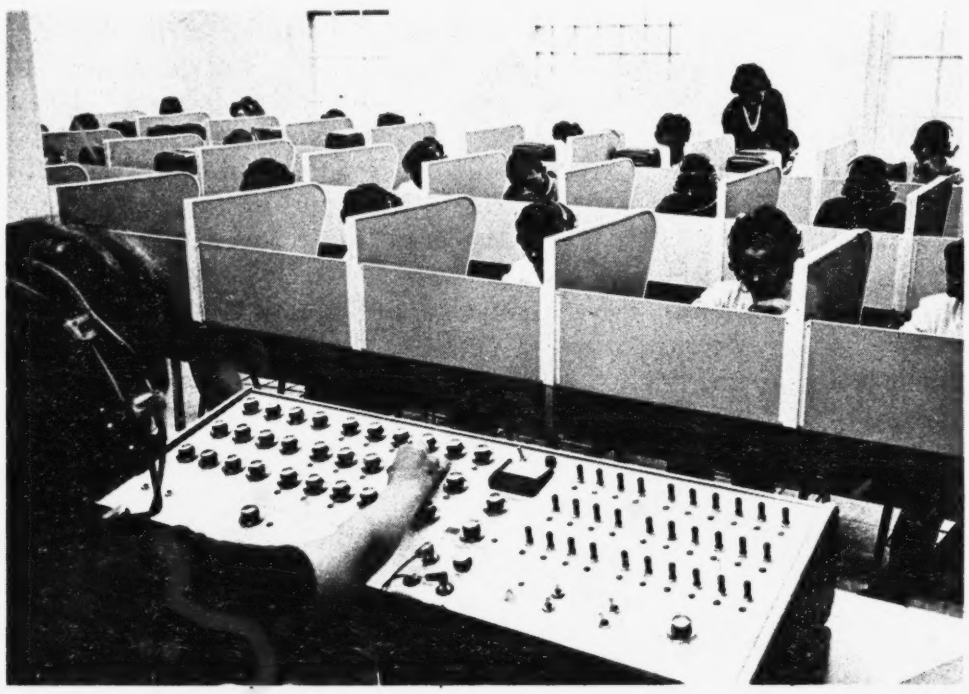
Last year, Shaw had 766 students. A story about the program distributed by the New York Times News Service this past summer resulted in an "inundation" of applications for admission, and 900 were admitted for enrollment this year. The school is aiming for a student body of 1,500 in the next few years.

Cheek, a native of Roanoke Rapids, N.C., attended public schools in Greensboro. He was graduated from Shaw in 1955 with a degree in sociology, among the top 10 students in his class.

The Shaw president received a bachelor of divinity degree from the Colgate-Rochester Divinity School in 1958 after serving as an interim minister at the Trinity Presbyterian Church in Rochester while a student. The Colgate-Rochester faculty elected him a fellow of the school and allowed him to continue his studies at Drew University, where he received a Lily Foundation Fellowship. In 1960, he was named a Rockefeller Doctoral Fellow, while he was completing his study toward a doctor of philosophy degree in patristics. At Drew, he was a teaching assistant in historical theology. He also taught at Union Junior College and Upsala College, both in New Jersey.

Before receiving his doctor's degree in 1962, Cheek accepted a post at Virginia Union University in Richmond as assistant professor of the New Testament and patristic theology in the university's school of religion. It was from this position that he came to Shaw in 1964 as acting president. He was formally installed as the school's seventh president on April 16 of this year.

Cheek is convinced that the future of Shaw does not lie solely in the education of Negroes. "It is our feeling that the kind of education we are seeking to develop here has nothing to do with race," he said. "We are not trying to serve a limited need." The interest Shaw's ungraded program has created both in North Carolina and elsewhere has indicated that Shaw's venture into new areas and ideas in higher education may meet needs that are far from limited. O



Students at work on aural programs in automated training center.

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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PRIVATE SCHOOLS CONTINUE TO INCREASE IN THE SOUTH

By Jim Leeson

"The heavier the hand of Washington on the public schools, the more rapid the growth of the private schools will be."

These words of Dr. T. E. Wannamaker, a prime mover in the rapid growth of South Carolina's private schools, have been borne out in his and other Southern states as federal officials enforce compliance under the school desegregation guidelines.

The schools carry such names as Jefferson Davis Academy, Patrick Henry Academy or Council School No. 3. Classes are held in facilities that range in quality from an abandoned factory or church building to new buildings of modern design. The faculty might consist in part of noncertified volunteers or highly qualified professionals receiving a pay scale higher than teachers in the other local schools.

These are part of an expanding movement of private schools in the South that have grown directly out of increased pressure by the federal government for student and teacher desegregation in public-school classrooms. In Mississippi, the state has issued charters to 61 new private schools since 1964—the same year Congress passed the Civil Rights Act requiring school desegregation and the Mississippi legislature authorized tuition grants. South Carolina had 28 schools formed in the last three years. Virginia, where the private segregated school movement started, gained 15 this year. Other Southern states report a smaller amount of private-school growth attributable to public-school desegregation. Often the real basis for the formation of these schools is difficult to determine. The parents say they want a "quality education" not available in the public schools. G. Thomas Turnipseed, executive secretary of the S. C. Independent School Association, commented on the growth of private schools in his state:

"If our only ambition was to set up an equivalent of the public schools without Negroes, I wouldn't be here. The South has needed private schools for years. The North has long had them. But these schools all emphasize a common philosophy—the best faculty available and a small student-teacher ratio.

"Some of us have agreed that if the federal government returned complete control of the schools to the local level—which will never happen—we wouldn't lose over two or three students at our better schools. The parents have become sold on private schools and academic excellence. However, I must admit the integration and increased federal control of the schools was the impetus for the private-school movement. Without it, the movement would have never gotten off the ground."

The standards maintained by private schools in the South vary greatly by school and by state. The haste in getting the schools started and the newness have necessarily limited programs, especially extracurricular activities, at some schools. In South Carolina, all the new private schools emphasize college preparatory work. Quite often, the private schools utilize retired public-school teachers or principals. To attract teachers, some private schools offer higher salaries than the local system, but other schools report they can pay less and still draw teachers interested in the prestige, the smaller classes, and the more select student body of private institutions.

Champions of publicly supported education have expressed some alarm over the growth of private schools as a potential threat, but in South Carolina the public schools still have 660,000 students while the private ones have enrolled only 4,500. In Mississippi, these figures are about 2,000 out of 660,000.

Only four states now provide tuition grants to students attending private schools: Alabama, $185 a year; Louisiana, up to $360 a year; Mississippi, $185 a year; and Virginia, $250 (elementary) and $275 (high school) shared by state and locality. The grants are under court test in all these states. A temporary injunction in South Carolina has stopped grants completely there and private-school supporters say they are not counting on their availability again. Federal courts have held in other cases that the state grants can be used only when they do not provide the major portion of a private segregated school's financial support.

Only Florida and Texas report no obvious cases of private schools formed to avoid desegregation in public schools. A few older private schools predating the desegregation issue have opened their doors to Negroes. Examples are Lovett School in Atlanta, which

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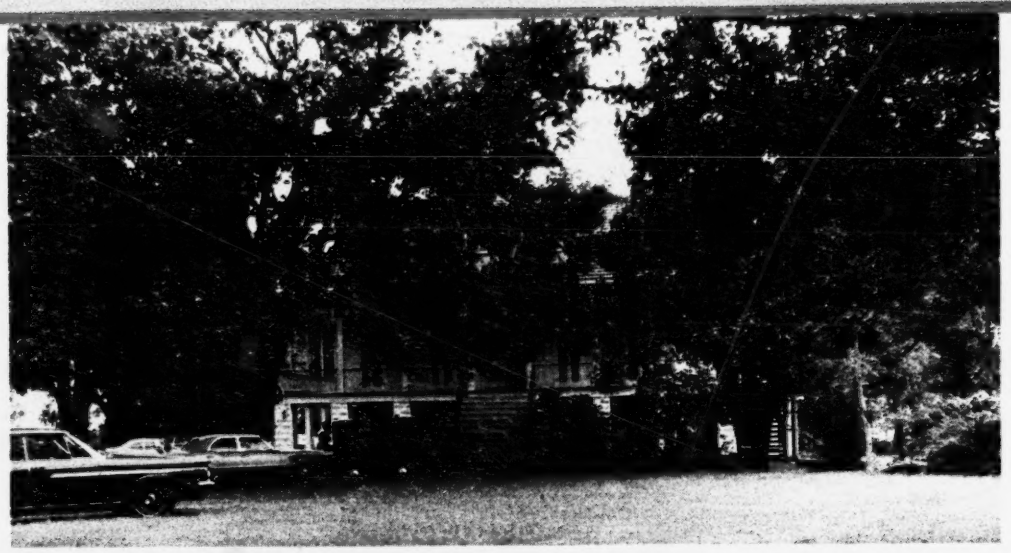
Jim Leeson, director of information and research for Southern Education Reporting Service, enlisted the aid of SERS correspondents in the 17 Southern and border states for this article.



"The Promised Land," former home of Leander Perez in Louisiana, now is a private school. Photographer was not allowed access for a closer view.

desegregated this year after having been in controversy since refusing to admit the Rev. Martin Luther King's child in 1963, and two South Carolina schools—Heathwood Hall in Columbia, which accepted the son of a NAACP lawyer, and Porter-Gaud Academy in Charleston, which also admitted a Negro.

The first Alabama private school that opened for the obvious purpose of escaping desegregation was Macon Academy, begun in 1963 and reported doing "quite well" with an enrollment of about 300. Private schools established for the same reason began operating last year in Greene, Marengo, Hale, Dallas (Selma) and Perry counties. This year, the only new private school in this category began at Lowndesboro, in Lowndes County, with an enrollment of about 200. The school is fielding a football team this season, led by the former coach at Hayneville High, which has no team because all the players followed the coach to the private school.

Desegregation is known to have prompted the founding of two private schools in Arkansas—one this year and another which existed only during the Little Rock school crisis of 1958-59. White parents in Marvell School District, in Phillips County, started Marvell Academy in late August after the district's first year of desegregation. Marvell District had 686 whites and 1,856 Negroes last year, with 14 Negroes in formerly all-white schools. The new academy, operating in two white frame houses, former residences in a middle-class neighborhood, enrolled 73 students in grades 1-8. The $400 annual tuition does not cover books, meals or transportation. Joe K. Hill, a former public-school teacher who operates the school, says all seven teachers are certified and the curriculum includes Latin in the eighth grade. At present, about 1,500 of the district's Negro pupils are boycotting the public schools because the district, which used free choice last year, refused to abide by the 1966 federal guidelines and did not send out free-choice forms this year.

When all four Little Rock high schools closed in 1958, the Little Rock Private School Corporation was quickly formed with the public support of Gov. Orval E. Faubus and with a board of directors that included some members of the city school board. A federal court order prevented the leasing of the closed Central High School building to the corporation, and the T. J. Raney High School, for white students only, was opened in a former private residence. The school enrolled 827 students without charge. A public appeal by Gov. Faubus brought over $300,000 in contributions from all over the world but again a federal court order stopped the payment of $72,000 in state aid. Gov. Faubus told the first graduating class of 196 students in June, 1959, that Raney was the beginning of a private school system throughout the state and the South, but when the city schools opened the next fall, the Little Rock Private School Corporation announced it was out of business for lack of money.

Private schools exist in the larger population areas of Georgia but only one has opened in a small town. The exception is John Hancock Academy in Sparta, which opened Aug. 26 with 203 students—nearly half the white children of school age in Hancock County. The county has the highest Negro-to-white population ratio of any in the state and opposition to public-school desegregation is strong. The public school at Sparta desegregated this fall for the first time, with 70 Negroes among the 349 students.

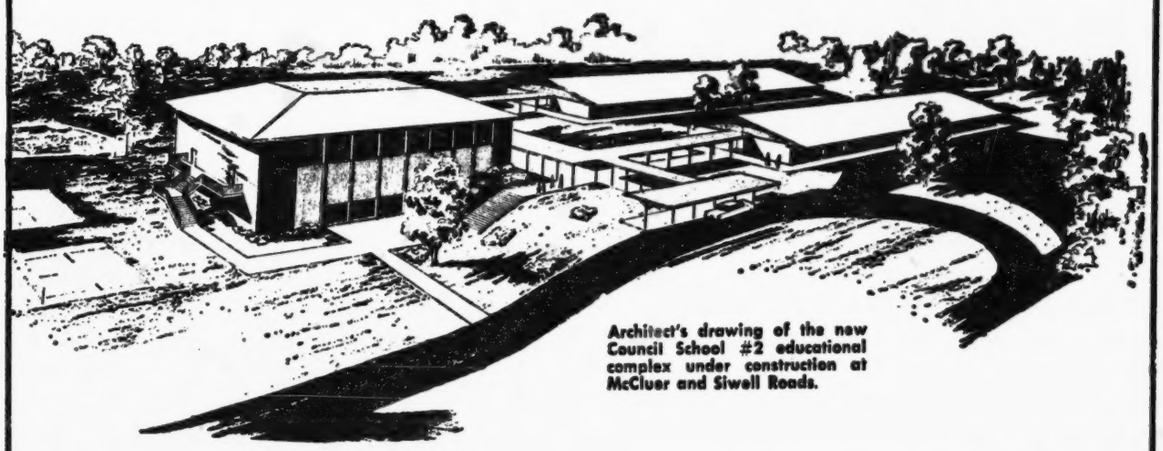
The academy charges $300 for nine months and occupies a two-story former public grade school, purchased for $8,100 from the county school board. The building, constructed in 1890 and closed in 1959 when a new school was opened, provides facilities for 13 classrooms with 12 teachers, covering 12 grades. An office has been built, a library is under construction, and trustees hope to correct other conditions this year in order to obtain accreditation.

Vocational-type classes are given in typing, shorthand, bookkeeping and business mathematics. The academy has no science laboratory, physical education program or study halls. Students take 20 minutes from their 8 a.m. to 2:30 p.m. schedule to eat the lunches they bring with them.

Two teachers are not certified and two primary grades are doubled up in the same classroom. Another teacher is a volunteer and during the past summer, many painters, carpenters, electricians and plumbers, as well as businessmen who substituted for unskilled laborers, worked for nothing to get the school ready.

Louisiana, with some 11,000 pupils already receiving state tuition grants to attend private schools, had only one segregated school established this fall to counter desegregation. Sixteen days after Plaquemines Parish public schools desegregated by court order, 250 ▶

$300,000 COUNCIL SCHOOL BUILDING FUND CAMPAIGN TO ASSURE THERE WILL BE SCHOOL TOMORROW FOR OUR CHILDREN



Architect's drawing of the new Council School #2 educational complex under construction at McCluer and Siwell Roads.

COUNCIL SCHOOL #2

Above is an architect's drawing of Council School #2, now under construction on a seventeen-acre tract of land at the intersection of McCluer and Siwell Roads. Phase I of this fine new school is scheduled for completion in time for the regular school term beginning this fall 1966, serving the children of Jackson and Hinds County. Sites for additional Council Schools are now being sought in the North and West areas of Jackson also.

COUNCIL SCHOOL OBJECTIVE

Several years ago it became apparent that our public schools were headed for more and stricter federal controls and that teaching was fast being subordinated to social experimentation.

This is part of a newspaper advertisement published in Jackson, Miss., by the Council School Foundation. Contributions were solicited as tax-deductible.

white pupils enrolled in a private school hastily established in a temporarily vacated mansion. Citizens announced plans for a $2 million system, adding four other schools to be opened tentatively in November.

The first unit of the Plaquemines School Association has no official name but is referred to as "The Promised Land High School," after the name of the plantation-type residence. All pupils on opening day were said to be former pupils of Woodlawn High, which also was believed the source of the private school's faculty. "Promised Land," before its renovation, was owned by Mrs. J. D. Eustis, the daughter of Leander Perez Sr., the determined parish leader who opposes desegregation.

Louisiana's tuition grant program already is under challenge in the federal courts. At least 5,000 grant application forms were distributed in Plaquemines and any sizable number of requests from the parish, it was said, could place the state fund "in trouble."

In addition to eligibility for such grants, the Plaquemines private system also would be entitled to free textbooks, supplies and transportation, according to State Supt. of Education W. J. Dodd. The only other request along this line came from a New Orleans private elementary school set up with the help of grants.

Although Mississippi has chartered 61 private schools since enactment in 1964 of the state's tuition law for students to attend nonsectarian institutions, records show that not all are in the grants program. In 1954-65, the first school year the payments were available, an estimated 600 students used them in 16 schools and the next year the figure increased to 1,736 in 26 private schools. About 500 students have applied to the State Educational Finance Commission for this year.

The state's all-white private school establishments stem from efforts of the Citizens' Council, although the schools are under control of separate boards of individual citizens. In Jackson, the state capital, the Council School Foundation, headed by Dr. Charles L. Neill, a leading brain specialist, has organized three schools: Council School No. 1, grades 1-7; Council School No. 2 (air-conditioned), grades 1-8; and Council No. 3, on a 14-acre tract, grades 8-12.

W. J. Simmons, the national administrator of the Citizens' Council, says that "as integration in public school increases so does enrollment at segregated schools." Simmons also commented: "The new faculty integration guideline will send many white parents to the registration desks of the segregated facilities. . . . As integration moves in, white people move out."

Several private schools opened in North Carolina this fall and two in particular were clear products of white resistance to school desegregation. One located just outside the state capital of Raleigh, fell short of the initial plans of the sponsoring group, the Wake County Citizens' Council. Plans formulated last year included construction of a $192,000, 12-room building on a 10-acre site donated to the school, with an estimated enrollment of 25 students in each of 12 grades for a total enrollment of 300.

The school opened in September in a rented palatial home with about 60 students attending seven grades. The response the founders hoped for failed to come and the school is operating at a loss.

L. W. Purdy, the first president of the Wake Citizens' Council, has been a guiding force behind the new school and says the school will "operate if we don't have but 10 students to a class." Tuition is $320 a year and Purdy estimates it would cost $45,000 to operate the school for nine months, meaning the school needed 145 students to break even.

However, Purdy says the school would operate even at a loss. "Whatever we lose we will raise. We're going ahead even if we don't have the money." He added that if the school's officials thought that it had failed, they wouldn't be "taking a two-year lease on the building. We consider it is going to be very much a success."

In nearby Harnett County, the new Dunn Academy has attracted 135 students to its eight grades being operated in the old Presbyterian church building in Dunn. Parents and other local citizens chipped in with work and supplies to refurbish the church building, and the school boasts the only air-conditioned classrooms in the county. The Harnett County Citizens' Council is supporting the school, which has accepted students also from adjoining Sampson County.

State school officials in Tennessee consider enrollment increases in long-established private schools in keeping with increased numbers of students at public schools. Desegregation has figured in the opening of three private schools in West Tennessee, one last year in heavily Negro Fayette County and two others this fall at Martin in Weakley County and Covington in Tipton County.

The older school, located in the county seat of Somerville, had about 100 students in grades 1-8 last year but enrollment was said to have "nearly doubled" with additional elementary students and the beginning of high-school classes this year. As much as $80,000 has been raised for a new building, now under way. Students pay $300-a-year tuition in elementary grades, and $500 in high school. The county has been involved in lengthy desegregation litigation and has been the scene of numerous civil rights demonstrations.

The two newer schools are operating on a much smaller scale. The one at Martin enrolled about 20 students, according to an unofficial estimate. "Less than 100 students" were reported at the second, at Covington in Tipton County, where federal funds have been withheld from the schools because of noncompliance with federal guidelines.

Virginia, which has had a growing private-school movement since the mid-1950's, gained 15 new private schools this fall. Prince Edward County, where public schools were closed from 1959 until 1964 to avoid court-ordered desegregation, is one of the most experienced localities in private-school operations. As early as 1956, white citizens there began preparing to open a private school and when the order came to desegregate in 1959, the county supervisors promptly refused to appropriate public funds and white children began attending temporary private facilities. A few years later, the citizens had raised enough money to build a permanent school. The Negro children had no schools and white leaders offered to set up a separate all-Negro private-school system but the Negro leaders rejected the proposal.

Although tuition grants are an important source of support for private schools, an organization of businessmen and citizens interested in private schooling, known as the Virginia Education Fund Inc., has been helping an estimated 15 private systems in the past several years. In September, the fund announced it will conduct a $3 million drive to aid private schools through 1971. Approximately 25 to 30 private schools are expected to receive support from the fund, and the organization has hopes of establishing a private junior college if enough money is raised.

In the border states and the District of Columbia there have been only a few suggestions of segregated private schools. Many of the private schools which fill needs other than an escape from desegregation have open admission policies, but only a few have biracial enrollments. Negro admissions are reported limited by such factors as tuition costs, scholastic requirements, or alumni traditions of giving admission preference to children of former students. In these states, private schools are growing at about the same rate as public systems. Exceptions are West Virginia and Oklahoma, where private-school enrollments are reported decreasing.

The District of Columbia has a unique situation with an increase in Negro enrollment in nonpublic schools. A member of the D.C. Board of Education, John A. Sessions, says this "indicates that our problem has not essentially been one of white people leaving the schools because of desegregation. The schools have deteriorated so badly that regardless of their race, people who can afford the cost are taking their kids out of public school. It is one more indication of the desperate need to improve the quality of our schools."

Euphemia L. Haynes, the school board president, said it was "disturbing to think that our school system could become not just all-Negro, but that it could be made up almost totally of poor children." ○

ILE OF A SCHOOL SYSTEM

The editors of Southern Education Report sent staff writer John Egerton to Fairfax County, Va., to write a profile of the school system there. His three-day stay—a kind of "layman's visitation," patterned after the professional accrediting team technique of the Southern Association of Colleges and Schools—resulted in this report.

By John Egerton

Fairfax County, Va., has a public-school system which ranks among the 25 largest in the nation, and if there were some way to measure quality objectively it would probably rank among the 25 best.

School teachers and administrators elsewhere who feel underpaid, overworked and unappreciated can look with envy at Fairfax, for there, teachers' salaries range from $5,550 to $11,200, expenditures per pupil exceed $530, and parents not only demand the best possible education for their children—they are also willing and able to pay for it.

Across the Potomac River in Washington, protracted controversy keeps school administrators, members of the board of education and congressmen who handle the District of Columbia's pursestrings in almost constant dispute. Their differences center around *de facto* segregation, money, education of the disadvantaged, and educational philosophy and technique. None of these basic and serious problems could be considered a major matter of concern in Fairfax County.

From almost any vantage point in the District of Columbia, it can be said that the sun sets, both literally and figuratively, on Fairfax County. A 400-square-mile wall-to-wall bedroom of Washington, it is populated by 362,000 well-educated, mostly white, solidly middle-class people who are there, in the main,

because the nation's capital is next door. Fairfax and its city and county neighbors in Virginia and Maryland (Arlington, Alexandria, Falls Church, Montgomery, Prince George's) are the Promised Land at the end of the freeway, the place where the exodus from the inner city leads.

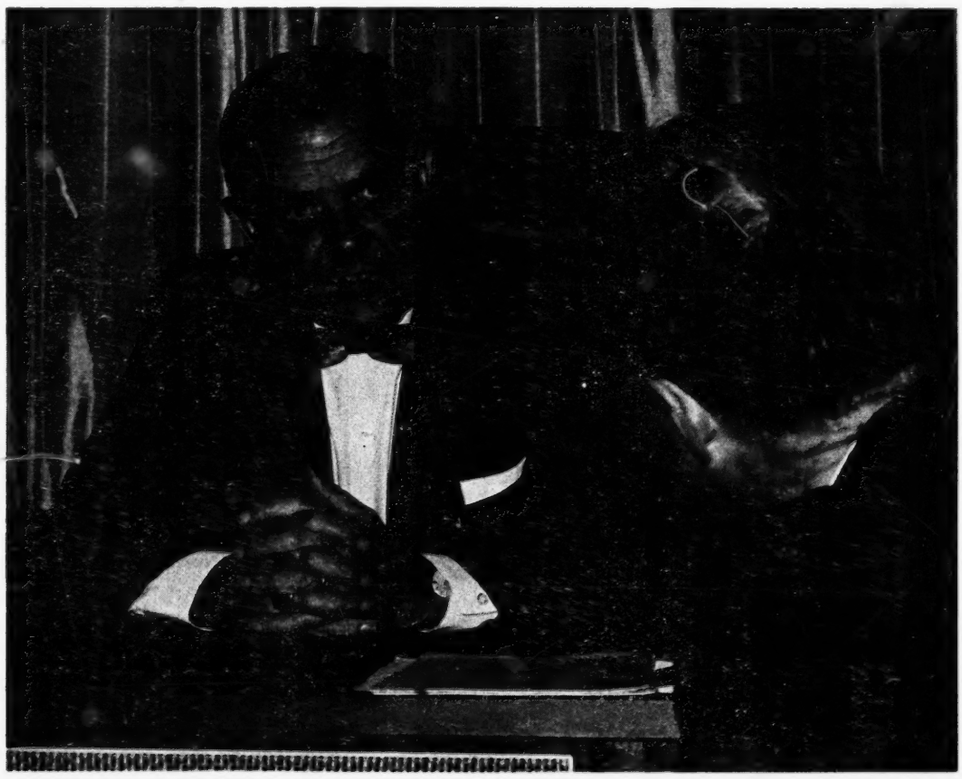
If there is a local government unit anywhere in the country which can eliminate poverty and develop a truly outstanding school system, with complete racial integration, Fairfax County should have as good a chance as any. The average family income there of $12,155 a year is one of the highest in the nation, more than $2,000 above the national average. The median age of all residents is just 25 years, and the median education level of all adults is 12.6 years. Almost 50 per cent of the county's households earn $10,000 or more a year, and although private homes are expensive (mostly $25,000 and up), property taxes are not exorbitant and bond issues for school construction get voter approval without serious opposition.

Furthermore, the number of families which could be considered poverty-stricken, even by Fairfax County's high standards, is less than 3,000, and the Negro population of about 10,000 is less than 3 per cent of the total—a fact that has eased the process of school desegregation. There are a few concentrations of low-income families in the county, but nothing to compare with a big-city slum. In fact, Fairfax County doesn't even have a big city, let alone a slum. The county seat, Fairfax, has 13,000 residents; most of the county's area is blanketed with homes, apartments, shopping centers, still-undeveloped rural land and a variety of government installations.

For all these reasons, Fairfax County should find itself in a rare and fortunate position to discover just how good a large school system can be, and by most measurements it seems well-launched on a cautious but steady course toward that goal. All the same, Utopia is still a long way off; Fairfax has not been a land of milk and honey since the dairymen and beekeepers of yesteryear disappeared in a sea of subdivisions, and school officials there, for all their pride and progress, readily concede that escape from the big city is not a panacea for the ills of education.

The chief problem the county's school system faces is growth. Since 1950, enrollment has increased from 16,000 to 102,000—an average of almost 5,400 students a year—and this year the increase was more than 7,000. Twenty-two new schools have been opened in the past three years; yet even with more than $90 million in bond money voted for construction in the past five years, a few schools are forced to double sessions each fall while new facilities are being completed.

And with almost half the county still undeveloped, no end to the growth problem is in sight. It is already one of only four school systems in the country having more than 100,000 pupils but no large city. A sidelight to the suburban sprawl pattern which has characterized the county's development is the success of Reston, a planned community in the sparsely populated northwest section. Reston wants eventually to have a population of about 70,000 in a carefully designed "cluster" ▶



Fairfax County Supt. Earl Funderburk says he and his board are a "team" after the voting is over.

to offset the more common sprawl and strip-city patterns of urbanization.

The relative youth of Fairfax County's population is also a factor in school enrollment. Attendance in the 12 grades of public school totals 28 per cent of the entire population—some 8 per cent above the national average—and another 7,000 students attend private schools. Public kindergartens, to be started in a couple of years, will add several thousand more, and adult-education programs this fall drew more than 10,000 persons into 135 courses at 28 schools in the county system. And finally, there's college; a four-year branch of the University of Virginia and a two-year community college have recently begun operation.

Rapid growth and the high percentage of public-school enrollment combine to place a strain on the facilities and finances of the system, but the problem is hardly a crippling one. This year's total school budget is more than $63 million, an increase of some 71 per cent over two years ago. Almost $8 million of the total is applied to the retirement of construction bonds; the voters have passed six bond referendums since 1950, and the most recent one, for $58.5 million a year ago, won approval by almost 3 to 1. The remainder of the budget goes to instruction ($41.4 million), maintenance and operations ($12 million), and administration ($1.1 million).

The largest single source of income for the schools is the local property tax. Fairfax Countians pay to the county $4.05 for each $100 of property, based on an assessment rate of about 35 per cent of true value, and about 62 per cent of that income is spent on the schools. Considering the high median family income there (third highest of any county in the United States), Fairfax taxes are not excessive. In addition, parents living in the semi-independent city of Fairfax pay tuition to the county for the schooling of their children, and the amount raised from that source this year will be close to $3.5 million. The property tax and tuition combined will contribute more than $43 million to this year's school budget.

The remainder comes from the state through its minimum foundation program (about $12.8 million)

and from the federal government under its program of aid to impacted areas, The latter sum of about $7 million is provided because about half the families of Fairfax school pupils are federally employed.

Beginning this year, a newly instituted sales tax of 3 per cent will add some $3 million to the school purse.

In spite of this high level of support, it is not hard to find residents of the county, both in and out of the school system, who think it is not enough. They say the people would willingly pay more, but the county supervisors (governing board) are reluctant to raise taxes and risk defeat at the polls. They also point out, though, that because the county has almost no industry, private property owners carry a bigger share of the tax load than is true in most other places. In short, it would appear that nowhere is there such a thing as "enough" money for schools.

But for what it has to spend—which is, by any standard, a considerable sum—Fairfax County seems to be getting a good return. Here are some of the features of the system:

• *Comprehensive high schools.* At least in part because of the enrollment boom, all of the county's high schools are large; only one has fewer than 1,000 students and the largest has more than 3,000, with the average being close to 1,800. Because of their size, these schools can offer a curriculum of depth and variety for almost any student need, from languages and the sciences to vocational education and special instruction for handicapped students.

• *Intermediate schools.* In 1960 the Fairfax schools were reorganized and the system's seventh- and eighth-graders were placed in separate intermediate schools. There are now 16 such schools in the county, most of them having from 1,000 to 1,400 students, and all of them offer both academic and vocational instruction. The pupil-teacher ratio in these schools is 22 to 1.

• *Ungraded primaries.* More than half of the 101 elementary schools have upgraded instruction in the first three grade levels. Students in those programs proceed through eight stages of advancement at their own pace, moving up whenever measurements of their performance indicate they are ready. Each of the six-grade elementary schools has an average of about 600 students.

• *Vocational education.* More than $1 million annually, from federal, state and local funds, is spent on the comprehensive and sophisticated vocational education program in Fairfax County. Under this vocational umbrella are agriculture (now mostly horticulture and landscaping), business education (shorthand, typing, bookkeeping and the like), distributive education (retail, wholesale and service training), home economics, and industrial education (training in the industrial and technical arts and trades). Within this range are programs for intermediate and high-school students, youths not enrolled in school, and adults. In the industrial area alone, they may choose from such courses as data processing machine operation, air conditioning and refrigeration, electricity and electronics, drafting and design, auto mechanics, barbering and cosmetology, nursing, carpentry and millwork, and a dozen or more others. A 15-man advisory committee of local business and labor leaders helps the school system keep up with changing employment needs, and about 15 per cent of all students in intermediate and high schools are involved in some vocational training, a surprisingly high figure considering the white-collar nature of the community.

• *Special education.* Mentally and physically handicapped students receive special attention in the regular schools of the system. In addition, there are two elementary schools for the moderately mentally handicapped (60-85 I. Q. range) and one eight-grade school for orthopedically handicapped youngsters. There are also special programs for gifted children.

• *Teaching materials and equipment.* This year, more than $3 million is being spent on libraries and instructional materials. Every school in the system has its own library and its own full-time librarian, and such facilities as television, language laboratories and even planetariums are so prevalent as to be almost commonplace. Textbooks are provided free to students in the first six grades, and all others rent them for $8 a year.

• *Curriculum.* Spanish, French, German, Latin and ▶

Russian languages are offered in the high schools and intermediate schools, and a French course for students in the fourth through sixth grades is given by television—the only course of any kind to be taught exclusively by that method. An experimental course in Chinese language and culture, given a trial last year, has been temporarily shelved. In mathematics and the sciences, Fairfax appears to be keeping up, if not setting the pace, in adopting new methodology. One example of note is a 500-page guide for mathematics teachers in the first eight grades. The book was two and a half years in the making, and the Fairfax teachers who put it together are not only using it themselves but also making it available to systems elsewhere. In the social studies, similar materials (including a textbook) have been developed within the system.

• *Experimental programs.* The Fairfax schools have made judicious use of a variety of new and modified teaching experiments. One elementary school is holding separate classes for boys and girls to see whether segregation by sex has a favorable effect on performance. (Early results indicate that it does.) Another school is trying several variations of scheduling, in search of more effective ways to individualize instruction. Team teaching and ability grouping are more widely used. New ideas are generally tried experimentally by one or two volunteer schools, then applied more broadly if they prove successful.

• *Transportation.* With a fleet of 470 buses, the Fairfax system transports every child who lives a mile or more from his school. On top of that, transportation is also provided to the sizable number of students who attend schools outside their neighborhoods. These special-permission cases, some of which require busing all the way across the county, allow students to take courses offered in only a few schools (Russian, for example, or some of the industrial trade courses).

Responsibility for the policies and direction of this large and complex school system rests with a seven-man school board and an administrative staff headed by Supt. E. C. Funderburk. Aside from occasional (and inevitable) instances when the board thinks the administration is trying to make policy and the administration feels the board is intruding on operational prerogative, they seem to work well together.

The school board members are appointed by the board of county supervisors for staggered two-year terms and receive $3,000 a year in salary. Through practice rather than requirement, the school board members reside in the seven supervisory districts of the county and are appointed by the supervisor in their district. This has given rise to occasional suggestions of political influence; a few years ago, before the two-year term system was established, the supervisors dismissed the entire board. There is no apparent evidence, however, that the present board members consider themselves representative of sectional interests, or that they vote that way.

That they do give considerable time and attention to the school system is apparent. In addition to two regularly scheduled meetings a month, the board usually has two other called meetings, and during the school year it may hold as many as four other meetings—"work sessions," closed to the press—each month. Altogether, the school board averages close to two meetings a week, with most of them lasting three hours or more, and the members put in what amounts to a full day's work each week on school duties.

In terms of their openness to change, the board members are considered moderately progressive. Although most of them work in Washington, they are preoccupied with the needs and problems of their school system to the extent that they appear to have little interest in the plight of Washington's schools and see no connection or relationship between the two systems. Said one member, "I don't see the suburbs making any contribution to solving the District of Columbia's school problems in the next decade."

Supt. Funderburk considers the board far above average. "They're well educated, informed and certainly no rubber stamp," he says. "There are a lot of 4-to-3 votes, but no personality conflicts, and we're a team when it's all over."

Funderburk is a 52-year-old North Carolinian who was superintendent of three school systems in that state from 1959 until 1961, when he went to Fairfax County. He is paid $25,000 a year to direct the activities of 102,000 students and 6,850 employes in 134 schools, and he has some decided, if soft-spoken,

opinions about how the job should be done. He is, for example, a defender of federal support ("I don't like the word 'aid'"), although he dislikes the categorical nature of it. "I think the federal government should give some direction to the funds it spends in education, but it should not exercise control. The intent is good, but I'm sometimes frightened. The fault is not with the Office of Education—it's written into the legislation."

Still and all, Funderburk vigorously pursues federal support for his schools. In addition to the unrestricted funds Fairfax gets from the impacted-areas program, grants totaling close to $1.5 million are supporting a variety of special school projects now. Most of the money has been retrieved by what Funderburk calls "our search and seizure officer," a full-time employe who scans each new federal education program to see if Fairfax County can qualify. "We don't mail our proposals," says Funderburk, "we hand-carry them."

The superintendent believes experimentation is essential to any good school system, but he believes too in approaching innovations with caution. Educational television, programmed instruction, team teaching and a number of other ideas which have been in and out of vogue in recent years have been carefully tried and frequently adapted into the Fairfax system. "I'm an impatient man," Funderburk says, "but I have to take it easy and make sure a new idea will work for us. I know if it fails we'll probably never be able to try it again."

He also thinks school parks are inevitable ("they're not making any more land"), that a rapid transit system for Washington and its suburbs is essential ("without it we're lost"), and that decentralization of his sprawling school network will have to be undertaken soon.

In his speeches Funderburk makes frequent reference to the need for understanding and patience in dealing with children of widely varied backgrounds. He speaks of using "every resource of every citizen," of "crowning the winner and still recognizing the talents of the lesser," of his belief that "every child is educable." In the community and in the school system as well, he is generally considered a moderate and able administrator who is responsive to the demand for high quality without being a pusher on the cutting edge of social change.

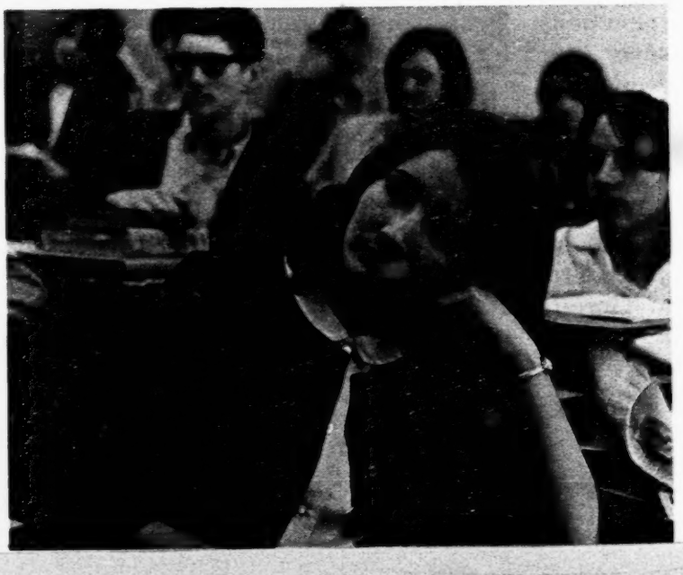
When Funderburk arrived in Fairfax in 1961, the system was under a court order to abolish its separate Negro schools. That goal has now been reached—ahead of the court-directed schedule—and the approximately 3,000 Negro students in the county are all enrolled in fully desegregated schools. None of the 100 Negro teachers and administrators was dismissed, no school now has even a large minority of Negro students, and the formerly separate teachers' associations have been consolidated since 1963. Four Negroes are serving as principals.

One of the principals is Taylor M. Williams. Last year he was principal of Luther Jackson High School, where 600 Negroes and one white student attended. The school has been converted to an intermediate school now, and Williams remains in charge of the 1,050 white students and 50 Negroes who are enrolled. At a PTA meeting early this fall, 1,500 persons turned out ("they're behind me all the way," says Williams), and at the request of the parents the school has retained the name of Dr. Luther P. Jackson, a Negro historian and writer.

A guidebook on intergroup education recently published by the school system outlines in some detail the objectives and procedures folllowed in achieving full desegregation. One long-time resident of the county, looking at the booklet and the actual elimination of segregation, expressed qualified approval. "Don't give us too much credit for integration," he said. "After all, Negroes make up less than 3 per cent of our population, and not all of them are disadvantaged by any means."

There are poor people in Fairfax County, though, and in this area too the schools have made an effort to help. The school system has Head Start and Neighborhood Youth Corps programs, vocational rehabilitation, adult basic education, language-arts remedial programs and other projects aimed principally at low-income residents. Most of the money, totaling more than $1 million, has come from federal grants. More specifically, the school system has five federal grants, totaling $625,000, which are exclusively intended to bolster the education of economically and culturally handicapped public-school or preschool children. With only about 3,000 such children enrolled in the schools, these grants provide more than $200 per child.

With such a low incidence of poverty, Fairfax County is probably in as good a position as any community in the country to eliminate poverty. The schools are apparently doing their part—there is at least a fairly even level of quality from school to school, with none either flocked to or avoided by parents and their children—but obliteration of poverty by 1976, as Sargent Shriver, the director of the Office of Economic Opportunity, has predicted, will probably not be realized, even in Fairfax County. As the school ▶



. . . What emerges is a system that is neither poor nor perfect, but one which most educators would be pleased to call their own.

system's "search and seizure officer," James Ross, puts it, "nobody's going to eliminate poverty; Shriver should know that."

Ironically, one of the highest concentrations of poor children is in the elementary school at Reston, where prices on homes begin at $38,000. The planned community there is still small, so about 75 of its 260 elementary pupils come from poor homes in rural areas surrounding Reston. The school is now in temporary quarters, but it will move into a new facility in the heart of Reston early next year.

Mrs. Beatrice Ward, who began her teaching career in a one-room school in West Virginia, is principal at Reston. She is glad her student body includes both whites and Negroes, affluent and indigent, and she hopes as the community grows it will always have a wide range of backgrounds and abilities in its schools. Mrs. Ward, who formerly directed the Fairfax Head Start program, also hopes her enrollment will never exceed 600 ("so I can be involved in an intimate way with all the children"), and she believes the Reston community, "with its tremendous resources, would never stand for a conventional school." Her biggest challenge—"my opportunity," she calls it—is to provide the disadvantaged children in her student body with a feeling of success, without sacrificing the quality of instruction for all.

By any of several standards of measurement, Fairfax County has compiled an enviable record of success. Fifteen of its elementary schools (the only ones in Virginia) and all of its high schools are accredited by the Southern Association of Colleges and Schools; its intermediate schools and the remainder of its elementary schools are expected to be accredited by 1968. The dropout rate between grades 9 and 12 is only 2.3 per cent—half the state average and well below the national average. A hefty 79 per cent of last year's graduating class of 5,809 (which included 19 Merit Scholars) went on to post-secondary education, the vast majority of them to college and the rest to business, trade and technical schools. More than 1,100 of the 4,500 teachers in the system hold master's degrees or doctorates.

Despite all this, a careful look at the schools reveals several areas of weakness. Most of them are overshadowed by the achievements which surround them, but all of them are present or potential problems. Among them:

• Teachers' salaries are high compared to teachers' salaries in most other places, but the systemwide average of $7,078 is about $5,000 under the average income of county breadwinners in other occupations. This disparity will probably never be fully erased, but it nevertheless is cause for some unhappiness among teachers. Almost 98 per cent of them belong to the Fairfax Education Association, which negotiates salaries with the school board; in recent years the American Federation of Teachers has shown some signs of interest in organizing a union to compete with the FEA. One teacher who expects the union to make an entry in the next year or two said, "All the ingredients for a big problem are here."

• Turnover of faculty (and students) runs as high as 20 per cent a year. Fairfax seems not to have any trouble attracting new teachers—at least it never reports a shortage—but the county's growth, combined with the high turnover, means 1,000 or more new teachers must be hired each year. The high number of military personnel from the Pentagon and other installations in the area is accountable in large measure for the transient population. Not many teachers have to work outside their field of specialty, but a sizable number—139—have no degrees, yet cannot be replaced because they hold certificates dating back to a time when degrees were not required.

• Outside of its Head Start program, Fairfax has made no attempt to use teacher aides to lighten the routine load of its instructors. Considering the large numbers of well-educated residents who come to the county from such a variety of backgrounds both in this country and abroad, the schools have not tapped this potentially valuable resource of volunteers, paid aides and short-term visitors.

• The tendency to avoid "new blood" in the administration, while not as pronounced as in many school systems, is nonetheless evident. Thirty of the last 50 elementary principals who have been hired in Fairfax County were promoted from the ranks, and only one new high-school principal in the past seven years was brought in from outside the county. Top administrators include few recent imports.

• Sheer velocity of growth allows little time for teachers, administrators or the school board to concentrate on plans for the future. To keep one step ahead of the pack, they must worry about this year and perhaps next, and let the future take care of itself. Frank Tropin, a journalist who has covered county affairs for nine years, thinks the schools (and the entire county) should not be measured by their considerable accomplishments but by what they could be doing with the exceptional resources they possess. "People here want the best school system they can possibly afford—and there's nothing they can't afford if they just knew what to spend it for—but they don't know what they want because there isn't time to sit and think about it," says Tropin.

• Pressure on students to get high grades and make it into the best colleges is intense. One informal study conducted by the schools showed the system's teachers felt too many parents were more concerned about grades than about actual performance of their children, and that sports and other extracurricular activities get more attention from parents than homework or PTA activities. The pressures students feel are considered a contributing factor to the numbers of short-term suspensions for cheating, misbehavior and other reasons. Last year, about 200 students a month (out of some 28,000) were given brief suspensions from the system's high schools.

• Grading, scheduling and individual instruction—three areas of rapid ferment in school systems elsewhere—have remained essentially unchanged in Fairfax County. Grading follows the ABC system, which one top administrator calls "archaic and traditional." An experimental try at grading on progress rather than achievement was given up a few years ago because too many parents objected. Colleges, as well as parents, still look at grades and class rank, and the students are forced to make those things paramount. Said one teacher, "The grading system we use doesn't reflect what's happening to the student, but it's life or death for the parents, and the result is heavy pressure on the kids." Scheduling for the school day, the school year and the individual's time also remain about the same as they have always been. Supt. Funderburk expresses dissatisfaction with this, but only one school is presently experimenting with changes, and the one-teacher, one-class relationship will probably continue to be standard procedure for some time to come.

• In curricular matters, the area considered most in need of improvement is the language arts—English, reading, speech, writing and listening. Evidence of this can be found in the vocational-education program, where more than 500 students were enrolled last year in a special course for nonachievers whose problems usually traced back to an inability to read, rather than to any deficiency in intellect. The director of vocational education, Louis Godla, said enrollment in the program at 26 intermediate and high schools "should have been closer to 1,500." He also notes that most of the approximately 1,000 students who dropped out of school last year would have been prime candidates for the special program, which combines elementary shop work with special remedial work in reading and a goodly amount of testing and counseling, all of it designed to redirect the underachieving student into activities that whet his interest and allow him to succeed. Another special program of the schools last year provided additional instruction to 5,000 students with recognized reading disabilities.

• The size of the county (400 square miles) and the fact that its population is pushing westward in a sprawling crescent require frequent redistricting of school zones to avoid overcrowding. Supt. Funderburk expects these factors to necessitate decentralization of the system to perhaps four regional divisions, each having some degree of autonomy. Because of the large areas of still-undeveloped land, he also expects by 1975 to have about 185,000 students.

Supt. Funderburk considers himself an idealist (he is fond of quoting Thomas Mann: "Be afraid to die until you have done all you can for humanity"), but he is realist enough to know that nobody is without problems. Suburbia is not a trouble-free land of milk and honey, he concedes, and it might be boring if it were. When all the achievements and the ailments of the Fairfax County schools are taken into account, what emerges is a system that is neither poor nor perfect, but one which most educators would be pleased to call their own. ○